

National Parent-Teacher

THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

DEC 27 1937

JANUARY, 1938

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Children of All Ages, see pages
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Home and School Material, see
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P. T. A. Problems, see pages
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THE OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1201 Sixteenth Street, N.W., Washington, D. C.

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ANNOUNCEMENT: We wish to announce that the NATIONAL
PARENT-TEACHER has been reinstated in the Education Index and
the indexing will be carried back to September, 1935, when it was
discontinued.

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OUR LETTER BOX

HERE IS A FUNNY BONE

It interests me to read Frances Gaw's remarks in the editorial page of the October issue regarding the need of a funny bone for the family. Life has a way of knocking up against us so hard sometimes that we get serious over things and lose that saving sense of humor which makes for good human relationships and perspective. It was with distinct pleasure, then, that I read "The Pioneer in Modern Mode" by Louise Andrus in your November issue. Here is a funny bone not only filled with humor but resourcefulness. I hope others get the same "lift" from it that I experienced!

—Mrs. R. Tredwell,
Mt. Carmel, Illinois

WE MUST CONFESS

We do not mean this page to be a testimonial page but the following comments please us very much:

"Your magazine is very helpful to me as a teacher."

—M. V. M.,
Jerome, Arizona

"I certainly enjoy your magazine every month. Would be lost without it."

—Mrs. Zirker,
Cleveland, Ohio

NAMES MEAN NOTHING

"The P.T.A. at Work" in the November issue aroused my particular pet peeve. Ideas for raising money for units are all very well if they give you real ideas. Under the "parties and socials" for instance, what is a book party? Do you take old books to sell like white elephants? Do you get a concession from the local book store? What in the world is a calendar plan Birthday party? What is an old fashioned party—do you run it like a fashion show and charge admission that way? Do you ask each one to bring a penny for his or her age at a penny social or do you "weigh them in" and charge accordingly?

Names mean nothing to people un-

less there is some association and while I may not even be an average person—I wish people would be a bit more definite!

—Mrs. C. M. Tipton,
Dickerson, Maryland

THE JAMBOREE

The following letter has come to this magazine and it is with real pleasure that we include it here:

I am an Eagle Scout from Freeport, Illinois, and went with boys of my area to the Jamboree in Washington, D. C.

At Harper's Ferry, just outside of Washington, we heard an interesting talk, given by a professor, on the history of Harper's Ferry and the surrounding country. We arrived in Washington at 8:30 Sunday morning, on the 27th of June, and work of organizing and setting up camp began immediately.

Right under the Washington Monument were stationed the World Jamboree Scouts while we were sent to Columbia Island in the Potomac River, crossing to the mainland over the Arlington Lincoln Memorial Bridge. Those scouts who had not brought their own tents were furnished with new army tents and cots which the government was to take over after camp broke.

I had joined the Region Seven Band, of 140 pieces, which was the largest band at the Jamboree. As in regular army and navy routine our band schedule differed from the rest of the camp in daily procedure.

June 30th, all the scouts gathered in the big arena next to the Washington Monument to open, officially, the Jamboree. That sight, full of color and action, was one of the most thrilling, impressive scenes I had ever seen.

Many things were planned for our entertainment—among them a trip to Mt. Vernon, by boat. The house stands on a small hill overlooking the Potomac and the beauty of the place is very striking. We also went to Annapolis.

Our Representative here, genial Leo Allen, took us out to dinner one day

and showed us through the rooms of the House, Senate and the Supreme Court.

The last full day of the Jamboree was July 8th, at which time President Roosevelt reviewed all the scouts. And so ended a week of inspiring events and the generous hospitality of a beautiful city. Thousands of scouts will remember this experience, as I will, as a definite picture, for the first time, of what the Boy Scout Organization is and what it means to Scouts all over the world!

—Eugene Paul

All hail, Eugene Paul.

WHAT DID HE MEAN?

Can you explain what Mr. O'Brien meant in his article in the October issue (p. 13) by "the technique of the short pencil?"

—A. E. S.


This technique is described of students of political economy as a changing of the vote by making crosses in the squares opposite the names of candidates on an election ballot, especially where only the party circle at the top is marked. The pencil used is so short, a mere stub, that it is concealed in the palm of the hand of the judge of election, who manipulates it for the benefit of his candidate. The use of the short pencil absolutely precludes an honest election for by it the intent of the voter is nullified and that of the politician is substituted.

—Editor

FINE OLD SLOGANS

This is to tell you how much I am enjoying Mrs. Hosmer's editorials about the slogans she was raised by. I too was raised with fine old mottoes or slogans. They were a great standby—still are, for that matter. They changed as we grew up, and were suited to the new problems of life. One that is still a stay and a guide came from my father: "Always give the other fellow the benefit of the doubt." When applied to child training, it becomes "Assume that the child means well." When applied to parent-teacher co-workers, it may be translated into "no use to get sore—she probably didn't mean to hurt my feelings."

—Amy E. Sanderson



The President's Message

A Day For Forgetting

WINTER is with us, and the crisp, bright leaves tossed restlessly by autumn winds are dull and stilled at last. They lie close-packed and sodden beneath bare trees. The rain and the frost beat them inexorably into the earth, deeper and deeper. They are the symbols of all that is futile and transitory—fallen and forgotten dead leaves. Covered today by snow and ice and tomorrow by young green growth of plant and vine, they are finally hidden past all remembering. How strange then that, wholly forgotten, they now make a contribution of strength and worth—that being absorbed and vanishing completely, they now nourish and sustain the life of which they were once a part.

Winter brings us New Year's Day. Outwardly, humanity celebrates the day with every sort of demonstration: bells in England, gay feasting in France, music and hymns all over America's countryside, lanterns in far China, cannonading in the streets of Russia, din and clamor in New York streets, joy and laughter in every land. But inwardly, as adults and particularly as parents, we face the day seriously, thoughtfully, in terms of the past year's experiences.

We review our parental blunders—our failure to understand our children; our eagerness to set their feet on paths of our choosing; our impatience with the long slow process of their growing up; our reluctance to free them for their own life's living. We see our children's failures, too—we acknowledge their shortcomings and their imperfections. We see all these things because New Year's Day has become for all of us a day for remembering.

But New Year's is also a day for forgetting! We need not fear that either we or our children will miss the worth and lesson of experience as we put these blunders and disappointments out of our lives. They are like dead leaves, fallen and forgotten, crumpled and matted deep into the earth. Truly forgotten and no longer held hurtingly to our hearts, they eventually impart to us something of strength and power; from that oblivion comes new confidence and new opportunities for courageous, joyous living for ourselves and for our children.

So we face the New Year with serenity and faith and a spirit enriched—because New Year's Day is a day for forgetting!

Frances S. Pettengill

President,
National Congress of Parents and Teachers.

WHAT GOES ON

IN THE *Schoolhouse*

AND that's the schoolhouse," points with pride any citizen of any western or mid-western village. We are impressed. Its trim brick or stucco squareness looms large beside every other building in rural America. The last generation built schoolhouses—substantial schoolhouses, with many windows, with elaborate fire-escapes and sometimes with adequate auditoriums, though more often without. Monuments they are, of the loyalty which America pledges to education, satisfying the desire to give its best to America's children in such a way that its best might readily be recognized as an indication of progress.

We drove 4,876 miles over paved highways west of the Mississippi River, east of the Cascade Mountains and we saw no exception. The schoolhouse expressed an ideal of prosperity, attained by almost no other institution.

We stopped for food at a makeshift

lunch counter, in a single-street village, where the cook dispensed, with equal dexterity, sandwiches and coffee for the travelers and gas and oil for their automobiles, discoursing volubly the while on floods and strikes and war across the sea.

We spoke of the fine schoolhouse, the only one-piece structure in the group of nondescript houses and stores making up the "street."

"Yes, sir!" he observed, "you can go some and not beat that schoolhouse."

"That's the way it should be," replied a fellow traveler. "A schoolhouse like that can serve as town hall, church, grange hall and everything during the hours it is not used as a schoolhouse."

Our host stopped short, mouth agape in amazement. He delivered a paper plate of sandwiches to the wrong customer and turned about to defend the honor of his community.

"That schoolhouse is no town hall, I'll have you know! It's built for education and nothing else. There have been folks wanting to make the schoolhouse into a free-for-all, but as long as I am head of the school board, we will use our schoolhouse for education, and nothing more!"

The finality of his tone left no room for argument, but we determined to find if all those fine, impressive structures dominating the towns along the way were dedicated exclusively to classes during the school hours, eight or nine months each year, and permitted to remain a silent monument to community pride the remainder of the time.

MUCH to the consternation of the family, we made inquiry at every stop. "Is it possible to hold a public meeting in the schoolhouse?" was a stock question. The responses we considered as expressive of the attitude of the com-



The parent-teacher association is meeting, and the question of supervised play is before the group

The president of the bank is dancing with the new teacher, who had felt very timid about meeting the father of Johnnie

ANNA H. HAYES

Illustrator
WILLIAM WILLS



munity and we were surprised to find how many fine schoolhouses had no provision for lighting and how many school boards opposed any use of the building outside of classroom hours, even in communities where no other public meeting place existed. *This leads us to wonder.*

Most people have come to agree that education is not a matter of books and classes, solely, but includes, as well, the adjustment of a child or an adult to any situation which he must meet in social life, in civic life or in the world of business.

"Let us have a meeting" indicates one of the most wholesome trends in modern times. Let us bring our people together to talk over every situation which may relate to their collective living. If it concerns the well-being of one of our children, we need to talk it over to find where changes must be made; to determine how we may work together for the common good. Where shall we meet?

TOWN halls are few and far between, today; a church cannot serve, unless every member of the community feels altogether at home within its walls; many people object to going to a public dance hall, even if there should be one available, and still, we must have a place to come together if community unity is preserved.

Let us look in on an up-to-date little town in the Rocky Mountain region—a thriving little town of 2,000 population, set in the midst of a large farming area. The parent-teacher association is meeting and the question of

supervised play is before the group. Fathers, mothers, teachers, a minister, the county judge, a police deputy, are all there scrutinizing the problem from every angle, and the children are in the school gymnasium *dancing*, under the direction of a volunteer instructor.

WHEN the business of the meeting is completed, all of the adults adjourn to the gymnasium and there the parents, teachers and friends join the young folks, who are old enough to remain for more dancing. It is a gala affair. Punch and cookies furnish an incentive to linger for further discussion while the non-dancers "look on." Community harmony is in the making.

Men teachers draw reluctant mothers to the dance floor; less timid dads decide to ask older girls and the women teachers to dance. The music, supplied by a volunteer orchestra, stops at a given signal. Some one calls out "join hands" and a great circle forms around the room. Next the order comes to "waltz with the other man's gal" and as the music starts up, the policeman finds his partner to be the wife of the superintendent! The president of the bank is dancing with the new teacher, who had felt very timid about meeting the father of Johnnie. They have something to talk about at once—something important—the fate of that play project and before long, the question of Johnnie has come to a sympathetic understanding. Everybody is happy, and everybody has a part in the party.

All too soon (Continued on page 29)



Anger IN

This Is the Fifth Article in the Parent Education Study Course: The Young Child in the Family. An Outline for Use in Discussing It Appears on Page 42

I SUPPOSE there is no teacher or parent who has not sometimes been disturbed or annoyed by what seemed to her an entirely unreasonable outburst of anger in a child who was under her care. Perhaps it would not be good manners to suggest at this point that there is probably no child who has not, at some time, been equally disturbed and annoyed by what seemed to him an unreasonable display of annoyance and displeasure if not of actual ill-temper on the part of an adult who was assuming responsibility for his management. The consoling thing about the whole matter is that a form of behavior which is so nearly

universal cannot be wholly abnormal.

Anger is one of the most primitive of the emotions. It is shown by nearly all animals and, I think it is safe to say, by all normal human beings of all ages. But people differ vastly, not only in respect to the frequency with which they become angry but also and perhaps more importantly in regard to the kind of things that are likely to make them angry, how they behave during anger, the usual duration of the outburst and the likelihood that after the active display of emotion has ceased they will continue to harbor a grudge toward the person or thing that aroused their ire.

In all these respects, the differences among children are quite as marked as the differences among adults. Indeed they may be even greater, for children have little control over the environmental factors that make for serenity or discord and they cannot choose parents of a temperament compatible with their own. Even their choice of playmates is governed to a large extent by neighborhood conditions and parental attitudes. Thrust willy-nilly by the accident of birth into a ready-made set of social customs, they are punished or indulged, protected or neglected, subjected to discipline that is wise or unwise, with no freedom of choice. Moreover, while it is true that in every child-adult relationship each participant is a part of the emotional environment of the other, there can be little doubt that the scales of relative importance are not equally balanced. The adult bulks larger in the affairs of the child than the child in his; if the adult is irritable and unstable, the child suffers; if he is calm and well-balanced, the protective effect upon the child extends to almost every phase of his life. Within limits, the adult can select his own environment and decide upon his own course of action, but the child is the pawn of circumstance. The hypothesis that anger-arousing conditions in the immediate environment vary more from child to child than is likely to be true after maturity has brought some degree of self-determination has a good deal of presumptive evidence to support it.

IT is almost certainly true that some children are, as we say, "by nature" more placid, easier to manage, less



She snatched the ball from her baby brother and threw it into the next room

YOUNG CHILDREN

FLORENCE L. GOODENOUGH

Illustrator
RUTH STEED



sensitive to the small mishaps of everyday life than others appear to be. Yet the factors making for this easy good-nature are probably not one but many. Good health and especially a reliable digestive system are of first-rank importance. Few people realize how even a slight deviation from the usual state of health increases irritability in children. In a study of almost two thousand anger outbursts shown by children under seven years of age, each of whom was observed for a month or longer, it was found that the average number of anger outbursts per day was increased by approximately fifty per cent during mild attacks of constipation. Restless nights, even though unaccompanied by other symptoms of physical upset, were followed by days with about twenty-five per cent more outbursts than normally occurred while a slight cold was enough to raise the emotional "temperature" about seventy-five per cent. Even so slight an indication of physical disturbance as bed-wetting occurring in children who were partially but not completely trained for bladder control was accompanied by a marked increase in irascibility. Nineteen incompletely trained children were observed for a total of 869 days, about half of which followed nights on which the bed had been wet. Although none of the children were punished for such lapses and no outburst was directly occasioned by the accident itself, displays of anger were almost twice as frequent on days after bed-wetting occurred as on those following dry nights. Incidentally, this suggests that before control has been completely established, wetting the bed may be a rather delicate barometer of the child's state of health to which

parents may well give some attention, especially when the lapse cannot readily be accounted for on the basis of any known departure from the child's usual physical regime.

It is no accident that the words "hungry and cross" go together as inevitably as ham and eggs. This is true at all ages. Every observant person has noted his own feeling of increased irritability and tension when the usual mealtime has been unduly delayed. It is a stupid wife who has not learned to take advantage of her husband's after-dinner mood.

The relation between hunger and irascibility appeared clearly in our

records of children's anger outbursts. The hour at which each tantrum occurred was noted on the record blanks kept by the parents who participated in the study. More than twice as many outbursts occurred between the hours of eleven to twelve A.M. and five to six P.M. as took place between eight to nine A.M. or two to three P.M. The same tendency has been demonstrated in records of their own impulses to anger kept by college students.

ALL this suggests that too rigid enforcement of the "three-meals-a-day" rule with its corollary of "no-eating-between- (Continued on page 24)



A six-year-old complained at breakfast that his cereal was too hot

WHAT SCHOOL SHOULD MEAN TO CHILDREN

William H. Bristow

Photos by courtesy of
The Lincoln School
Columbia University

"SCHOOL," said 11-year-old Billy, a pupil in a modern junior high school, "should be a place where children learn and like it."

A sympathetic and understanding teacher offers this definition: "A school is a place where young people come together to educate themselves with the help of their teachers."

"Education is life," is the challenge of John Dewey, our foremost educational philosopher. He believes that a school should be a social institution—a process of living—a form of social life.

The 3 R's was the symbol of the school of the past. In those days children attended school only a few days a year. They came to school for "book larnin," but their real education came from their experiences in the home, on the farm, in the shop, and in the community. Here they came in contact with people, nature and things. Here they were a necessary and important part of their environment.

The school of today is required to assume obligations much beyond the 3 R's. Its job is more complex and its task very different from what it was even a generation ago. Because of this the modern school is more and more concerned with the development of the total personality of the child. It is more closely identified with the problems of real people. Many experiences which pupils previously had in home and community are now denied them. Witness the passing of the wood box and the daily chores for most children, especially those in urban centers. The school, together with other agencies, has had to fill up the gap and to remodel its educational program to provide



Feeding a Pet

experiences which would give children an opportunity to grow along lines which will bring them into proper relationship with society about them.

A school which meets these modern needs cannot be an isolated unit working apart from life. It must become an integral part of its community, co-operating with and making full use of every available institution and facility. School journeys, museums, the theater, industry, business, homes—without the cooperation of these the work of the school becomes indifferent and ineffective. Contrary to what is thought by some, children in such schools do not run wild on any momentary whim or caprice. Instead, they are developing the finest possible discipline which is self-direction. Under the guidance and leadership of

competent and well-trained teachers, they grow emotionally, physically, and socially, as well as intellectually. The importance of the task before the school is emphasized by even a casual study of what school now means to children. Ask your own children or the children in the neighborhood what the school means to them. For one child, school is a happy place; another child, less successful with his lessons, finds life there disagreeable; one child, with a family tradition for learning, fits in with school routine easily and satisfactorily; another has great difficulty in adjusting to life under the restraints imposed by the school; to one child the school is an opportunity; to another an arduous task to be got through with as soon as possible. Herein lies the challenge to the modern parent and the modern teacher.

In general, schools certainly are happier places than they once were. There is less formalism, less standing in line; pupils are not rigidly confined to fixed desks and seats, but are privileged to move about the room naturally and quietly; children work and learn together (they even talk to one another about the task at hand), something prohibited when most grown-ups of today were in school. All of this has had an influence on what school means to children and how they feel about school.

A GENERATION ago, children were conditioned against school from the very start. With the coming of September there appeared in the daily press cartoons showing unwilling children being led, dragged, or driven to dreary, uninteresting schools. Newspaper

This Is the Fifth Article in the Parent Education Study Course: The Child in School. An Outline for Use in Discussing It Appears on Page 43

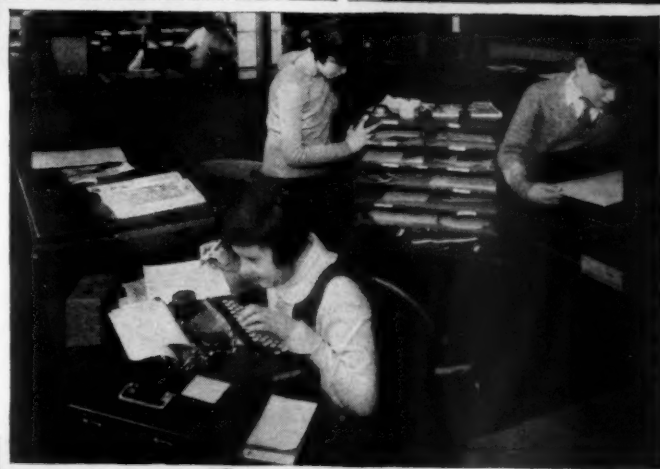


■
Illustrations (left to right): Story Telling; Creative Art; Molding Candles, a Scientific Demonstration; Typewriting; Puppeteering
■

reporters as well as parents have long since learned that modern children do not dread the opening of school. The first day of school has always been a highly emotionalized experience, a milestone in life. How well do I remember my first day. I didn't go. The big boys of the community impressed upon me what would happen to me when I went to school. So I hid out. Fortunately an understanding mother fixed things up for me. Because of this experience I have watched my three children as they have come to this important event in their lives. Each one in turn has approached school with keen anticipation. The new attitude is aptly described by the title of a book on education called "Willingly to School."

Unfortunately there yet remain many schools with short terms, teachers inadequately trained, or with pay so low that they are unable to secure for themselves the cultural advantages necessary for one who must guide the lives of children; buildings unsuited for school purposes; inadequate equipment; narrow and restricted school programs. It should be the right of every child to look forward to an adequate school. As rapidly as parents, teachers, and citizens generally, have come to appreciate and realize the importance of the school as a factor in the lives of children and youth, conditions are being changed, at least insofar as it is possible to do so with the finances and facilities available.

If schools are to make their full contribution to the social life which they were established to serve, they must exemplify both to children and their parents—and to the public—the faith which our (Continued on page 36)





"Now, while you're waiting for it to bake, you can be doing the dishes."

BERTHA KNAPTON

Illustrations
ALICE HARVEY

THE BOYS *Take Over*

A SISSY is a pathetic object. I always think of a poor, blighted, sickly-leaved plant whenever I see a husky boy tied to his mother's apron strings. Nevertheless, at the risk of becoming a sissy, I believe that every boy should learn how to do what is commonly called "girls' work"; that there are times when it is distinctly to his advantage to be able to do sissy work with competence and dispatch and I shall try to show you that this idea of mine is not only practical, but workable. No theorist am I, who, with head high in the clouds of theory, often stubs a toe on the hard rocks of realism, but one who has trod the difficult and irksome path of practical experience and if you don't believe it's irksome, just take a thirteen-year-old boy into a small kitchen and teach him to cook! But let's begin our story at the beginning.

About a year ago when a "flu" epidemic was raging in our city, two of my friends fell sick. I went to call on each of them. Home number one I found in chaos and disorder. Dust lay thick on the furniture and the floors, dishes were piled high in the sink. Two grubby little children were squalling, their noses running all over their poor little faces, while Husband number one pleaded frantically over the phone with an employment agency to send up a woman immediately, if not sooner. My friend, looking fretful and careworn, lay in her tumbled bed and moaned helplessly.

"The doctor put me to bed and told me to stay here until I got well, but

how can I ever get well in this mad-house?" And she turned her face to the wall and sobbed weakly.

That was Home number one and Husband number one!

The very next day I called at Home number two. The house was spotless and shining. Two small children, scrubbed and starched, were contentedly building blocks in a corner, while from the kitchen came the matchless aroma of baking bread. The lady of the house lay in her bed, relaxed and cheerful.

"Oh, I'm getting along fine," she assured me brightly. "No, there isn't a thing you can do. Bill took a few days off from the office and he is a jewel. Most men are so helpless around a house, but Bill is marvelous. I had no

idea he could manage so beautifully."

No fussy, anemic little man, with eyeglasses, Bill, but a great, strapping six-footer who is known as regular. I went out to the kitchen to interview this Husband number two, where I found him, a big apron tied around his waist, brushing butter over the golden brown crust of four loaves of bread that he had just taken out of the oven.

"You've been holding out on us, Bill," I accused him. "How come?"

Bill grinned sheepishly.

"It's this way," he began. "My Mom had seven boys, but nary a girl to help her around the house, so one day she got sore and made us fellows do the work while she played lady. It worked so well that she continued to play the

He employs what I call a baseball stitch—that is, it resembles the stitch that appears on the outside cover of a baseball



lady and we fellows continued to do the work. I had a thorough course in housekeeping, believe me. Comes in handy, too, at times."

Strange how great ideas will hit you without even the shadow of a warning. "Hmm," I murmured thoughtfully, "I can see that my boys have been missing something."

That evening was as good as any to drop the bombshell. I looked across at my thirteen-year-old son, deep in an adventure story.

"We'll begin on you," I said flatly. He looked up from his book, lifted an eyebrow.

"Yes?"

"What are you doing tomorrow

ing tomorrow, you're going to learn to cook."

He groaned.

"Sissy work," he complained bitterly. "What if the gang hear that I can't play football because I have to stay in and bake a cake? I'd never live it down."

"If the gang hear that you're baking a cake," I said with emphasis, "they'll wear out the whole front lawn beating a path to your door to sample it. I know your gang."

He groaned again—louder.

"For thirteen years I've put up with your idiosyncrasies, now you go eccentric on me." He paused a moment, considering. "Not bad," he said, bright-

when I get up, I shall sing for you the entire score of the opera, 'La Bohème,' from beginning to end. Of course, I might miss a few of the words, but you'll know I'm making an effort in the right direction."

Mothers with ideas are used to the razzberry.

"Your turn will come," I promised.

THE next morning the fun began in the kitchen. The cake was getting a vigorous creaming. The muscular durability of a thirteen-year-old boy is something to be commended.

"I can't afford an electric beater," I mused, "but I can afford a son with muscle which is better because it



Saturday it was bacon with scrambled eggs on toast

morning?" I demanded with force.

"Nothing special," he answered easily. "A little scrimmage over in the vacant lot. Why?"

"Your football career can wait," said I bluntly. "Tomorrow morning you're going to bake a cake. We might as well begin on cake; you eat more than anyone else."

He looked at me in concern.

"Do you feel quite well, Mom?" he asked anxiously. "Could I get you a glass of water or something?"

"I feel fine," I assured him cheerfully. "I'm just telling you that, start-

ening. "Not bad at all. From idiosyncrasies to eccentricities. Pretty good, I calls it."

"It would be if it applied," said I serenely. Leave it to a woman to get the last word.

My red-headed second son was watching his brother's discomfiture in unholy glee. The devil of mischief danced in his eye.

"You're quite right, Mom," he said with a great show of dignity. "It's time you started to smooth off our rough edges and to carry out my part of the program, tomorrow morning

doesn't take a nickel's worth of electricity to run him."

"You're right, my dear," said my son airily. "And when he's through beating cake, you can put him out in the back yard beating rugs; when there are some big dogs digging up your garden, he can beat up on them for you; after that he can beat it to the store and get you a yeast cake or something. Some beater! There's just one point to remember," he added with sarcasm. "When you're shopping around for sons, be sure you pick out a good natured, (Continued on page 30)



Oh, what a spill!



Wish they wouldn't clean the sidewalks

We're in Pictures



A figure 8 for two



Three to make ready and four to go

Fun In Winter



My fat snow friend

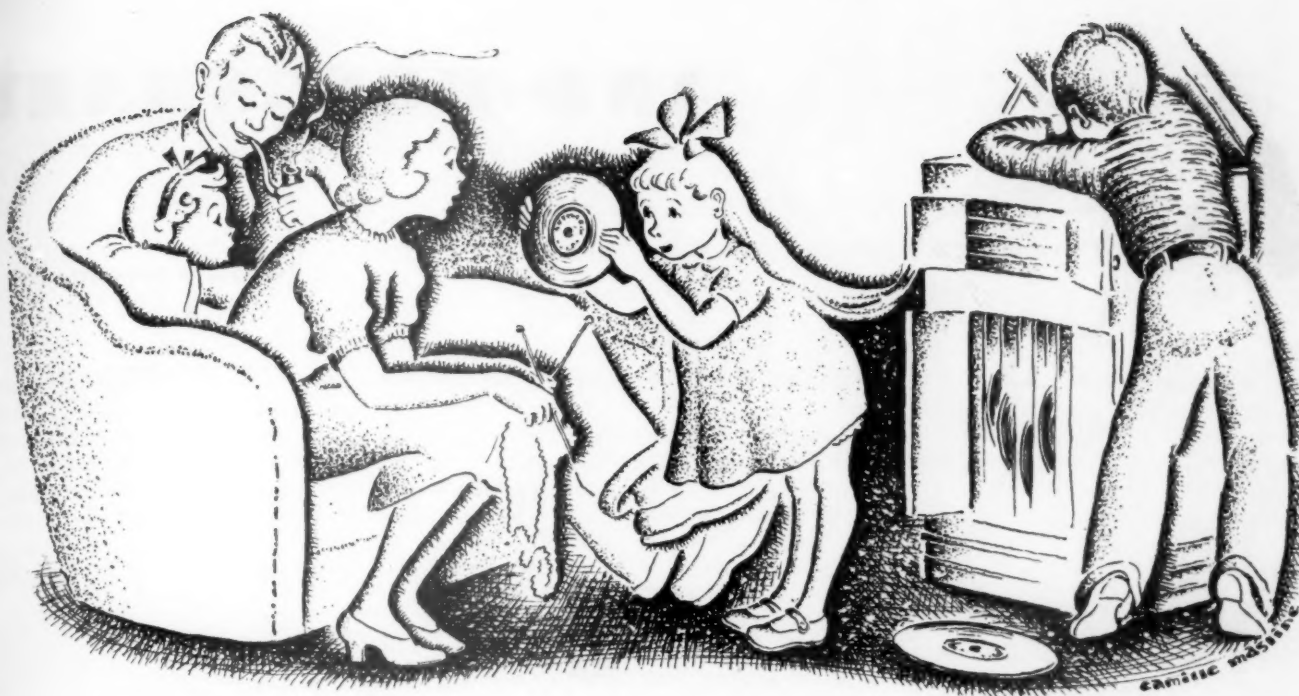


It takes two to push this one



I dare you to come, too

COMING NEXT MONTH—LOVE ME, LOVE MY DOG



THE FAMILY LIBRARY OF RECORDS

THIS list has been prepared as a help to both parents and teachers in selecting a limited number of records worth buying for the home and the school. For one who does not have a wide "speaking acquaintance" with music, the voluminous catalogues of victrola records now available are confusing. Even the selected lists put out by the dealers are too expansive for the budgeted buyer and, up to the present, have been prepared with an eye to musical history rather than with an ear to intrinsic musical value—guaranteed for every-day wear. It would be, of course, presumptuous of us to designate any piece of music as sure to please everyone. However, setting for ourselves the following rules and wiping out as conscientiously as possible our own prejudices, we venture to say that this list should be of use to the musical and unmusical, whether parent, teacher or child.

OBJECTIVES IN CHOOSING THESE RECORDS

1. Wide range of composers and types of music—from early to modern.
2. Nothing that cannot be enjoyed by adults as well and played over and over. (This eliminates much so-called children's music. I firmly believe that children should not be "talked down to" in music any more than in other arts.)
3. Avoidance of the too-familiar, or those pieces used constantly in school appreciation courses (i.e., Nut Cracker

DAVID and DOROTHY DUSHKIN

Illustrator
CAMILLE MASLINE

Suite—Handel's Largo, and others).

4. Wide representation of instruments—all types of orchestral instruments, solo and ensemble—solo voice and chorus.

5. Very best recording available—accurate in every way and best possible artists. (This excludes many records.)

6. Avoidance of large sets of records:

* Montclair.	<i>Les Plaisirs Champêtres.</i> The Casadesus Ensemble of old instruments. (Viols, harpsichord, oboe d'amore)	CX58 (2 rec)	\$3.00
Gervaise.	<i>Six Dances of the Renaissance.</i> Curtis Chamber Music Ensemble.	V 1797	1.50
* Warlock.	<i>Capriol Suite.</i> London Chamber Orch. (Using melodies from ancient dances)	K576	2.50
* { Morley.	<i>My Bonny Lass She Smileth.</i>	V 4316	1.00
* { Byrd.	<i>Now is the Month of Maying.</i> <i>I Thought That Love Had Been a Boy.</i> London Madrigal Group.		
* Ancient Carols.	<i>Joseph Mine.</i> <i>Lo, How a Rose</i> <i>To Us Is Born.</i> Palestrina Choir.	V 21623	.75
Rameau	<i>La Poulle.</i> <i>Le Rappel des Oiseaux.</i> Paul Brunold, harpsichord.	BP 35036	1.00
* Gluck.	<i>Ballet Suite from Orpheus.</i> Berlin Symphony Orchestra.	V 9278	1.50
Purcell.	<i>Golden Sonata.</i> Two violins, harpsichord.	V 25614	.75
Scarlatti, D.	<i>Sonatas.</i> D min. A maj. B \flat maj.	C 17094D	1.00
* { Scarlatti, D.	<i>Two Sonatas.</i>	Piano, Iturbi.	V 4256 1.00
* { Novarro.	<i>Piquena.</i>		
* { Paradies.	<i>Toccata.</i>		
Scarlatti, A.	<i>Sonata for Flute and Strings.</i> Paris Instrumental Quintette.	V 4250	2.00
Corelli.	<i>Suite.</i> Madrid Symphonic Orchestra.	V 4251	each 1.00
* { Corelli.	<i>Pastorale fr. Christmas Concerto.</i>	C 68811D	1.50
* { Scarlatti, D.	<i>Pastorale arr. Tausig—Victor Orchestra.</i>	V 22448	.75

(Expensive and of unequal enjoyment.)

7. No records chosen for merely historical or foreign interest—each record is musically worth while regardless of the time or place of the music. (This excludes many recordings of oriental and foreign music, not interesting beyond a first or second hearing, except to the initiates.)

8. Avoidance of imported records not easily available.

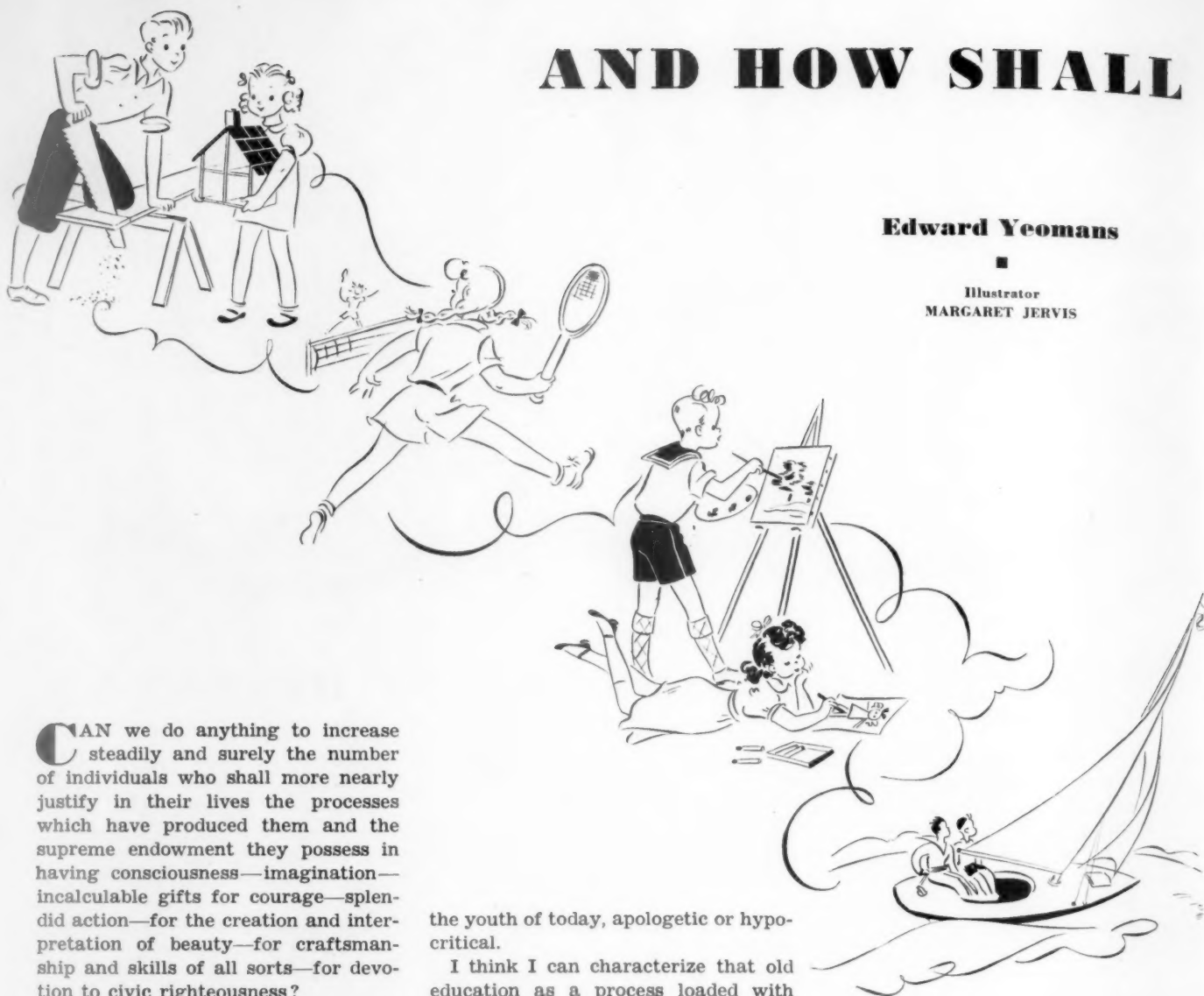
The stars scattered throughout the list are intended to serve as a guide to the more "sure-fire" records to buy for those people or children less familiar with good music. They do not mean superior records.

(Continued on page 33)

AND HOW SHALL

Edward Yeomans

Illustrator
MARGARET JERVIS



CAN we do anything to increase steadily and surely the number of individuals who shall more nearly justify in their lives the processes which have produced them and the supreme endowment they possess in having consciousness—imagination—incalculable gifts for courage—splendid action—for the creation and interpretation of beauty—for craftsmanship and skills of all sorts—for devotion to civic righteousness?

It is interesting to note that the population of the earth has doubled since 1800—and is now one billion, six hundred million. If it doubles again in the same amount of time—even if we accept the Sermon on the Mount as our standard of government, we will be subject to volcanic explosions, merely because human beings cannot live in swarms and retain their humanity. They revert to the psychology of insects. If you like the social life of ants and bees, you will like a crowded world.

And in the second place, we can manage to produce better and better individuals by so educating the children of each generation that they will produce a diminishing number of defeated individuals—defeated because their parents were not equal to their responsibilities.

I propose to mention some of the ingredients which must be in this education, but wish, first, to pay my respects to the education under which my own generation suffered and by virtue of which they must stand before

the youth of today, apologetic or hypocritical.

I think I can characterize that old education as a process loaded with inert and indigestible facts—without imagination, without romance, without illumination. A prosaic, competitive, rigid affair of very hard-boiled adults which was bad for the mind and worse for the emotions, for it gave youth a distaste for the intellectual life and did all it could to prevent the exhilarations of thinking and creating.

If you came through the Valley of Shadows and arrived on any mental and spiritual heights it was because of three reasons; first, because your family atmosphere and interests saved you; second, because you met among your teachers here and there a person not subject to the rules and the textbooks; third, because your own native gifts kept you immune. Nevertheless, it is certain that you have always suffered from that passage and either consciously or unconsciously concealed your defects.

The darkest shadow in that valley was the shadow of fear.

The strategic position in any teaching process designed to produce not only knowledge but understanding is

always occupied by a *person*; never by a method, a book, or a system. And that person is never one who inspires fear.

I think we have had enough of those people whose attitude is that, unless you agree with me, unless you submit to my notion of what is good for you, you are going to get hurt—in your body or in your feelings. We have to substitute for that old domination mutual respect. You can't dominate any person without producing a pathological situation.

NOW perhaps that is indictment enough, and you will understand that I do not pose here as a repudiator of the Past. You can't repudiate your grandmother. The society of those people did not get soft and rotten with luxury. Those were the people who built the nation by pushing westward with their oxen and covered wagons,

L THEY BE SAVED?

In case you did not hear the detonation, I will take the liberty of saying that the old theory of education as a mental discipline exploded a long time ago

and who held up the roof-tree with Lincoln, in the Civil War. They had virtues which were evaporating in the sun of that prosperity we have lately passed through. Perhaps we will be everlastingly benefited by coming back to some of these virtues now that we have gone into a more temperate zone

and will be doing more of our own work.

It is fortunate that you can't stop good ideas from coming to fruition. It seems part of the cosmic process to keep good ideas alive and to allow bad ideas to perish, even if it takes a catastrophe to kill them. We have had the catastrophe and we are recognizing the necessity for avoiding another and a worse one, by seeing that the mind of childhood and youth does not take on those old patterns and stereotype, as to the meaning of success, the significance of life and the value of time.

Now what will be included in the education of childhood and youth when

we come to our senses regarding the whole art of living, and begin to be "at home in the world?" I mention only things which are under-emphasized now even in good schools and which are hardly touched upon at all in poor ones.

The Preciousness of Time—that is to say, the shortness of life for the individual.

How shall we agree upon what is worth spending time on, and what is a waste of time? Have we any time to waste? Isn't that a subject for much discussion? How is time—a priceless possession—wasted?

The Magic of Earth and the Mystery of Life—expressed best by the poets, who are closer to the significance of things than any others. Therefore, let us always have enough of the great poetry to establish a need of it, increasing as the years go by.

More and More of the Arts—and never inferior standards—that is to say, popular standards. More music—more handicrafts—more drawing and painting—(Continued on page 26)



We need more arts and handicrafts, more science, more open air adventures by land and sea, the glory of skill, and a steadily increasing religious sense



Molly was stacking the breakfast dishes and seeing to it that Tommy got into his snow-suit properly

MARION L. FAEGRE

Illustrator
ROBB BEEBE

MOLLY CAN "TAKE IT"

"**M**OLLY, I can't find the belt that goes with this dress!" wailed Nancy. "What shall I do? I haven't got time to change now to another one!"

Molly was stacking the breakfast dishes in the sink, and keeping an eye on Tommy at the same time, to see that he really progressed with the business of getting into his snow-suit, instead of hopping about with one leg in and one leg out, playing with the dog.

"I'll be up in just a minute!" she called back. What an unconscionable length of time it had taken Nancy to dress! The rest of them had finished breakfast, and her father had already left the house. First she knew, Nancy would want to go off without her breakfast, for fear of being late to school.

"Tommy," she said, as she went through the hall, "when you get yourself all ready, will you give Bumbo his breakfast? It's all ready on the plate—be sure you get all ready to start to school first!"

She knew that the privilege of feeding the dog was coveted enough by Tommy so that the prospect of it might actually hurry him up a little.

Mrs. Robinson and her sister had left two days before to attend the wed-

ding of a cousin in a town several hundred miles distant. There had been much discussion of the feasibility of Mrs. Robinson's making the trip, but her sister Grace had urged her, and Mr. Robinson and the children had been eager for her to have the fun of going. Molly especially, on whom the difficulties of getting along without her mother fell heaviest, had been loud in her protestations that they would get along all right.

"You know I can get the dinners, all right," she said reproachfully, "and Father will be here to help with breakfast. After all, it'll be only two days and three nights. But of course I won't have time to do anything to the house," she added hastily, as the thought of spending her short afternoon after school getting dinner assailed her.

"But what about Tommy and Nancy at noon? And you don't get home until three. Oh, I can't possibly go," argued Mrs. Robinson. "If I take the money to pay for the trip, I can't afford to get anyone to stay with Tommy in the afternoon!"

But even this argument had finally been overcome, through the friendliness of their next door neighbor. She had offered to have Tommy and Nancy over to lunch each day, and to let Tommy take his nap at her house,

which he was nothing loath to do.

Now, on the morning of the second day, Molly found herself on the point of dizziness, as she hunted for Nancy's belt, ran a comb through her own hair, and pulled on a hat, with hardly a look into the mirror at her own flushed face. It certainly needed no rouge, after the hurry of the unaccustomed additions to her morning duties!

"**WHAT** a miracle!" Molly sang out, as, after guiding Tommy and Nancy across the busiest streets, she turned back to walk the nine blocks to her school. There, alongside the curb, was the family car of one of her friends who lived a good deal farther out, and whose father daily drove her to school.

"Oh, how glad I am you came by!" she panted, climbing in and settling back with all the feeling of having stepped into another world. "You know Mother's away, and by the time I've got The Brats off to school, I feel as though I'd been put through a wringer!"

"Are you really keeping house all alone?" inquired her friend admiringly. "My, but I think you're smart!"

"Oh, it's not been so bad," replied Molly, honestly. "Of course getting dinner is kind of fun. I just love to make good (Continued on page 44)

MEMORY LANE

as told to Clarice Wade by Mrs. A. A. Birney

Honorary Vice-President, National Congress of Parents and Teachers



HELEN T. BIRNEY

IT IS just forty-two years ago since my sister-in-law, Alice McLellan Birney, and I spent a very busy winter in preparation of the National Congress of Mothers. There were no telephones or automobiles in 1896 so it was not as easy to arrange details for a national conference as it might be today. Then, too, I had nine children, the youngest of which was just getting of school age. I had to plan my entire day around the schedule of my husband and children, making it a point to be home always when they were. I have always felt that parent-teacher work, like charity, begins at home and that my own family—my husband and my children—must come first and anything I could do for other people's children must be done in my spare time. Fortunately, my husband was very much interested also in child welfare work and was glad to help me whenever he could.

Alice Birney lived in Chevy Chase, a suburb of Washington, and I lived in another part of the city several miles away. There was only one phone in Le Droit Park (where Howard University now is). I used to drive my horse and buggy almost every afternoon for conferences with Mrs. Birney and others concerning the work.

The first time that I remember Mrs. Birney's speaking of her idea for a Mothers' Congress was after her summer in Chautauqua in 1895. She had felt a long time that the world might be made a better place if every baby could be born into life in a happy, uplifting environment, such as she endeavored to create for her own children. She believed that mothers really controlled the destiny of the world in guiding the development of their babies. As a young wife and mother in Washington, she was tremendously impressed with the Congress of the United States. Here she saw a group of citizens representing the public interest in business, industry, commerce and agriculture; nowhere could she find a group which was primarily interested in America's greatest asset, children. It occurred to her that a Congress representing the mothers of the nation, to study the needs of childhood, might do a great deal toward bringing

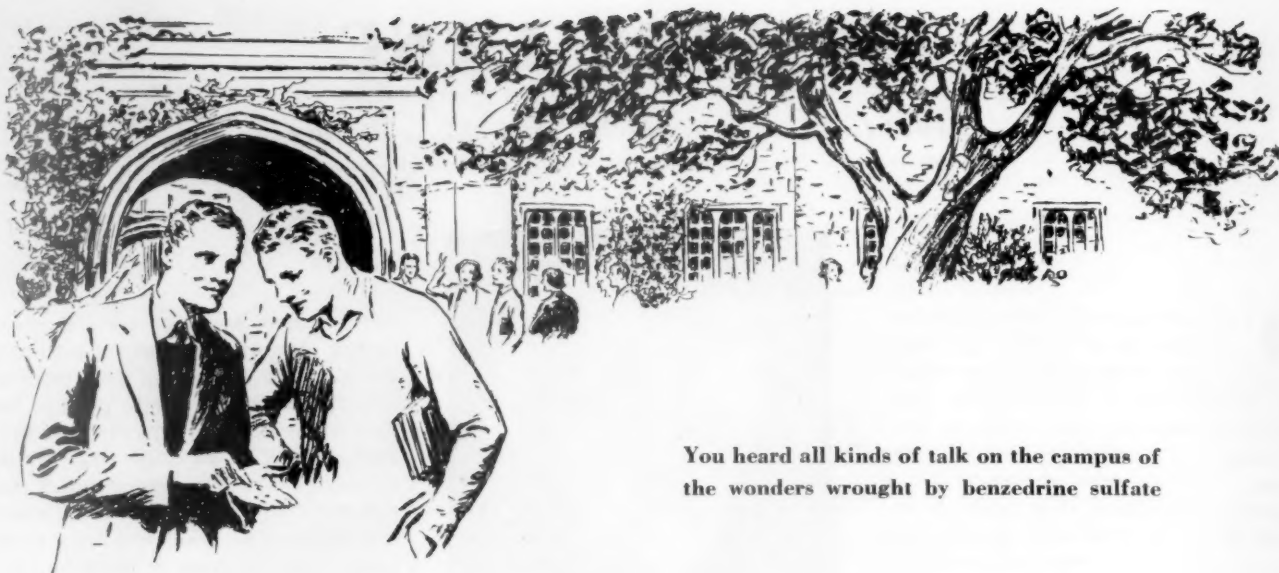
IN Washington, D. C., there lives a gentle, white-haired woman who has had longer experience in parent-teacher work than any other person active in the P. T. A. today. Mrs. Arthur A. Birney, sister-in-law and close co-worker of Alice McLellan Birney, Founder of the National Congress, was honored for her outstanding contribution to the Congress when she was elected an Honorary Vice-President of the National Congress in 1919. A tree dedicated to her was planted at the 1936 National Convention in Milwaukee. She is nearly 80, this beautiful, fragile-looking mother of five sons and four daughters, but her interest in child welfare is just as great as it was forty years ago, when she helped to launch the National Congress of Mothers, even though time has forced her to diminish her activity in this as in other directions. She lives quietly with her daughter and her daughter's family, in historic Georgetown, a suburb of the Capitol City. Her health is still good, but the doctor insists that she limit her activities these days, so she does not go about to P. T. A. affairs as much as she formerly did. She used to be a frequent visitor to the National Office, and still makes occasional calls there whenever she feels equal to it. On Founders Day, she has many invitations to speak or to be present as an honored guest, at many local meetings which would unduly tax her strength, though she always manages to attend some of them.

Her reminiscences about the early days of the Congress are delightful and we are glad to present herewith a recent interview with her.

about a new social order. She spoke of her idea at a mothers meeting in Chautauqua. It was so well received that it encouraged her to present her plan at a meeting of the General Federation of Womens Clubs that winter. Here again she received much encouragement from women, which strengthened her resolve to bring about a National Congress of Mothers.

She and I talked over the best way of arousing public interest in such a project and we came to the conclusion that we should attempt to enlist the aid of the first lady of the land, Mrs. Grover Cleveland, and other well known persons. We called on her at the White House and found her very sympathetic. She was the mother of two children and was much impressed with the possibilities of bringing together a group of mothers such as we contemplated. She suggested that the wives of the members of the President's Cabinet be approached and that we use her name in talking over our plans with them. The Cabinet ladies were all enlisted in support of the proposed Congress, and Miss Emma Morton, sister and official hostess of the Secretary of Agriculture, assisted us in securing the support of Mrs. Phoebe Apperson Hearst. Mrs. Hearst was the widow of Senator George Hearst, one of the wealthiest mining men in the country, and her philanthropies were well-known. She entered wholeheartedly into the project, contributed generously of her time and money, and many of the preliminary meetings were held in her home on New Hampshire Avenue. Soon a long list of names of influential people was enrolled and a committee was formed to work out plans for a first National Congress of Mothers.

ON December 1, 1896, Mrs. Birney was elected President and Mrs. Hearst, Vice-President. The date, February 17, 1897, was decided upon for the first Congress and we decided that its object should be: "To promote conference on the part of parents concerning questions most vital to the welfare of their children, the manifest interest of the home, and in general to promote the elevation (Continued on page 28)



You heard all kinds of talk on the campus of the wonders wrought by benzedrine sulfate

IT'S in full swing again—America's college year. Whether we like it or not, football, "dates," fraternity and sorority rushing, campus elections and all the other extra-curricular interests are cutting into the hours that students should give to French and physics and synthetic metric geometry. Mid-term exams and finals come along before they know what's happening. Examinations mean cramming. Cramming is beginning to mean "pep pills."

Back in the good old days, until about 1935, there was one standard way to cram for a test. It required a pot of black coffee and plenty of concentration. But today, in growing numbers, college men and women are using pep pills, known chemically as benzedrine sulfate tablets. A fairly new invention, on the market for only a couple of years, benzedrine sulfate speeds up body processes. It increases the rate of heart action, and raises blood pressure. Result—a temporary pick-up. You feel wide awake, energetic. Presumably you can think faster and do jobs more quickly. So, disdaining medical taboos, students use pep pills in those high-pressure pre-examination periods. Sometimes they also take a tablet or two only half an hour before a test, so that they can work more rapidly when they actually write it.

Benzedrine itself (not the sulfate) is a colorless liquid. It's not found in nature, but chemists developed benzedrine in their laboratories by a process similar to the one they use in making everything from moth balls to airplane fuel out of coal-tar benzene. Benzedrine has properties like those of heart-stimulating adrenalin and of the ephedrine you inhale to relieve head colds. In fact, they first used benze-

PILLS FOR *Pep*

William H. Kelty

Illustrator
A. O. SCOTT

drine as an anti-cold inhalant. It worked nicely in moderation, but doctors found that patients who used too much of the preparation had trouble sleeping.

Medical men then wondered why it couldn't be used to relieve patients suffering from undue drowsiness. Under expert guidance, the only way benzedrine or any other drug should be administered, doses were given persons suffering from narcilepsy, the tendency to go to sleep during the day. Results were good. Benzedrine, they found, made the patients "alert, cheerful and energetic." Sanguine psychologists began to recommend the drug for "morning after" victims, and people who feel impulses toward suicide.

Two British scientists carried these psychological tests a little farther. Drs. William Sargent and J. M. Blackburn of London wanted to see what effect benzedrine would have on people with concrete problems to solve. Perhaps the substance would heighten

their ability. The doctors had 67 human guinea pigs available, patients at Maudsley Hospital for nervous and mental cases in London. One day in 1936 they got busy.

Sargent and Blackburn first selected two equally difficult mental tests. Then they divided their subjects into two groups. Some people in each were deranged, others practically normal, and some in between—patients who felt sad or apprehensive much of the time. They gave their first test to both groups. Then to one they administered benzedrine sulfate tablets (their effect is about the same as that of liquid benzedrine, but they're easier to handle) and to the other, the "control" group, perfectly innocuous pills that looked like the benzedrine sulfate ones. Then each group wrote the second test.

These doctors had no delusions about any kind of medicine increasing native intelligence. What they did say was that "the administration of this drug might make a person feel more con-



Back in the good old days, there was one standard way to cram

ident, lose less time in accommodating himself to the task, quicken mental responses and consequently register a higher score." They were right. The "control" group, the ones who took the imitation pills, made exactly the same score on both tests. But the benzedrine sulfate takers had a score of 8.7 per cent higher on test number two.

Sargent and Blackburn came out with a tentative conclusion:

"The present findings—provide suggestive evidence that this drug may be found useful to a certain number of people who are handicapped by anxiety, mild depression, or retardation, and require temporary relief of these symptoms for the performance of an important task."

American universities began benzedrine experiments. Psychology departments, interested in mental reactions, used the drug to find out how it affects scores on aptitude tests. News of these investigations leaked out.

For two or three years benzedrine sulfate has been available in drug stores, primarily to fill doctors' prescriptions. But soon truck drivers and night watchmen began to come in and ask for "that stuff that keeps you awake." Then campus drug stores, particularly in the Middle West, had student customers for pep pills. For a dollar they could get a bottle of fifty yellowish tablets, or a vial of twelve for a quarter. And they bought—in quantity.

YOU heard all kinds of talk on the campus of the wonders wrought by benzedrine sulfate. There was the—well, phlegmatic—cadet who took a couple of tablets before a military exam, and astonished his captain by breezing through with the highest score he'd ever made in the course. About the lad who wrote a three-hour political science final in an hour and 35 minutes. Of the girl who got a "B" on a "psych" examination when "C" had been her previous pinnacle. And many stories about fellows who stayed awake all night and wrote an exam the next morning.

It's pretty certain that benzedrine sulfate tablets have had wide use at Minnesota, Wisconsin, Chicago, and Northwestern, as well as many smaller colleges. Last year student health services had cases of over-use at Wisconsin, Minnesota, and Chicago—men and women suffering from insomnia, collapse or fainting spells—because they'd used benzedrine sulfate, or had used too much of it.

The college paper at Minnesota, the *Minnesota Daily*, ran several stories on pep pills and quoted Dr. Ruth Boynton,

director of the University of Minnesota Health Service. Dr. Boynton advised against their use. "It's burning the candle at both ends," she told the *Daily*. "It means consuming more energy than the body has time to replenish."

University health services refuse to prescribe benzedrine sulfate under any conditions. Dr. Morris Fishbein, editorializing in the *Journal of the American Medical Association*, denounced the use of the drug except under a physician's direction. Its effects are worse than an overdose of caffeine, he declared, because it "produces side actions not likely to follow the use of caffeine." He appealed to druggists to sell benzedrine sulfate only on prescription.

Curious to find the pharmacists' reaction to the use of one of their sources of income, I talked with three druggists who sell primarily to students at a large state university. Two of them

stimulant, benzedrine sulfate produces a reaction. The hero in a recent popular radio play took a drug so that he could stay awake continuously for two weeks and write a novel. Then he began to see double, and finally he went to sleep at his wedding. Pep pills have a counter effect, too, but it may not be so funny. Those health service cases where students fainted or collapsed prove that point.

In a perfectly healthy person, a little benzedrine sulfate may only burn up energy for a while, with no other harmful effect. But the same quantity might produce serious results for some one with a bad heart or high blood pressure. Even a doctor wouldn't advise more than two tablets in 24 hours, under any circumstances. Students may take as many as six or eight in that period of time. And some people have an idiosyncrasy to benzedrine sulfate, just as there are people with an idiosyncrasy to eggs or strawber-



Well, why shouldn't students use pep pills when they're cramming?

had no scruples against handling it, and between them sold about 200 tablets a week last year. The third had a different opinion.

"Can you give me an estimate on your benzedrine sulfate sales?" I asked him.

"Certainly. We don't sell it at all," he told me.

"Is that so?"

"Yes, it's very dangerous stuff. You know what it says on the bottle, don't you?"

I confessed that I didn't.

"It says, 'not to be sold except under doctor's orders.'"

He was right. That's how the label does read.

Well, why shouldn't students use pep pills when they're cramming?

Because, like every other powerful

ries. No such person should ever touch the drug.

Even these reasons aren't as important as the fact that benzedrine sulfate is so novel that scientists aren't yet sure of its complete action on the body. Said Dr. Fishbein:

"The drug is too new to pharmacology and experimental medicine to warrant any prediction as to possible permanent harm that may result from its continued misuse."

So, to college (and also prep school) men and women and their parents, a warning:

Don't take pep pills except on prescription. Doctors say that to do so is dangerous, and they ought to know.

For further reference material, see the Bulletin Board.

EDITORIALS

JUDGE FLORENCE E. ALLEN said at the Richmond convention (you will find the complete text of her speech in the Proceedings for 1937), "In addition to carrying out your other programs, I suggest that you ask that in every school each child learn by heart the Declaration of Independence, The Preamble to the Constitution of the United States, certain parts of Washington's Farewell Address, the Gettysburg Address, and the Multilateral Pact for the Renunciation of War. When each child knows these charters of our liberty as we say, 'by heart'—not by lip, not by ear, but by heart—then the sense of America's true purpose will develop among the people and many of our problems will solve themselves." There is lasting value in things learned by heart; they remain with one and form a potent influence in character building.

As parents we have, for many years, said quite openly what we thought of the nation's children but we have just begun to develop an honestly enquiring attitude toward what they may be thinking of us as parents. A revealing set of opinions has been obtained and set forth in a thesis presented by Alice Sowers for the degree of Doctor of Philosophy at Cornell University. The thesis is called "Parent-Child Relationships from the Child's Point of View," and it is so full of helpful hints to parents that we have asked Dr. Sowers to tell us something about her findings. Her article will appear in an early issue of our magazine.

School Life, the magazine of the Federal Office of Education, is stepping out and up. This has always been an interesting and authoritative publication but it is taking on pictures, new developments, more intriguing make-up and reports from far and near. Withal the price seems to have remained static, the only thing about it that could be called so. We like the new magazine.

In a pamphlet called *Dental Nostalgies and the Public Health* by Dr. Samuel M. Gordon and Eleanor B. Dufour they speak frankly about "Tooth Bleaching Quackery," "Pyorrhea Quackery" and "Acceptable Dentifrices." It does not tell us which ones

are good, by name, but gives us directions for using our own judgment. It is a reprint of three articles and is obtainable through the American Dental Association or the American Medical Association, both in Chicago. It is an eye-opener.

Dr. Haven Emerson wrote a valuable book called *Alcohol and Man*. This is being used as a text book by that wise organization in Washington, called Allied Youth. Allied Youth treats beverage alcohol as an unnecessary handicap for youth to assume. It looks at drinking as a common relief from boredom. So, original, active recreation—"something to do"—will drive away the boredom from youth activities, leaving alcohol no part in the party.

The movement, from offices in the National Education Association Building, Washington, D. C., and by means of field work, shows young people under a teacher's sponsorship (or a parent's) how to prove textbook facts in their own immediate community. You may have met such groups, visiting hospitals or the night traffic court or a testing laboratory. Red Cross men like to show them industrial safety as applied in progressive factories, with a word thrown in that "alcohol is one of safety's worst enemies."

Too, some of the most experienced recreational leaders in the country have been aiding Allied Youth's good times program, showing young people how to build their own game programs, how to vary indoor and outdoor amusements, how to provide, in fact, that once much-discussed "alternative to the saloon," which now becomes for young people an alternative to the drink-serving dance spot.

These groups are called Posts and are in practically every state and even in Alaska and Hawaii. You begin to find Allied Youth members, wearing a pin that expresses their alcohol-free comradeship, at play on a California beach, in a great New Year's Eve party in a Michigan hotel, yes, and in a school of industry in a western mountain town. Teachers and physicians are foremost among patrons and sponsors of this briskly new approach to alcohol education. Many physicians here and there believe there will be

better health for whole families in the years ahead because alcohol education is made a group activity, not merely an isolated experience or classroom instruction.

A new book which many will wish to read is "The Mentally Ill in America" by Albert Deutsch. This is a history of the treatment of the mentally ill and defective in America from the early unorganized colonial times when neglect, brutality, and hanging as witches was their lot; through the period of auctioning off to be boarded cheaply in families, and of confinement in prisons and wretched almshouses, to the establishment of asylums, and eventually of the modern psychiatric hospitals, out-patient and social services, child guidance clinics, and the general movement for mental hygiene and prevention.

Although principally a history of the past, it leads up to the present provision and practices in the study, treatment, and prevention of mental illness, and all the more clearly because of their gradual development from those of the past. It is evident that, notwithstanding remarkable progress, society is slow in taking advantage of the teachings of psychiatry and mental hygiene.

Written by a social historian, progress in the treatment of the mentally ill and defective is described in its relations with general culture and social progress. Original sources of information have been carefully consulted and the extensive bibliography and index add to the value of the work as a ready reference volume.

—WILLIAM R. RUSSELL, M. D.

There are few women who have not a latent fear of cancer and the fear is largely founded on ignorance. The American Society for the Control of Cancer is a highly professional but volunteer organization whose one object is to educate, particularly women, about the prevention of this disease which has frightened us so long. Their slogan is "Fight Cancer with Knowledge." Anyone who is willing to join in this campaign may write to the Society at Rockefeller Center, New York City.



He's going to grow up to go to war?

No—he's never going to grow up at all. If another war comes, he and his mother and thousands upon thousands like them are going to "die in action."

"Impossible!" you say. "They're non-combatants." Don't be silly—there'll be no such thing as non-combatants in the next war.

Wide-cruising submarines, and bombing planes will laugh at front lines. Incendiary bombs dropped from planes will set entire cities on fire. There will be no haven, no sanctuary, no safety. *Everyone* will suffer.

And for what? *Glory*—where was it in the last war?

Victory—where was it in the last peace?

With that cruel lesson still fresh in mind, is

another war to be forced upon us—a war infinitely more horrible, more futile, and more lasting in its harm than the last?

That is for you to decide!

What to do about it

Today with talk of a coming war heard everywhere, Americans must stand firm in their determination that the folly of 1914-1918 shall not occur again. World Peaceways, a non-profit organization for public enlightenment on international affairs, feels that intelligent efforts can and must be made toward a secure peace. To this end you can do your share to build up a strong public opinion against war. Write today to WORLD PEACEWAYS, 103 Park Avenue, New York City.

ANGER IN YOUNG CHILDREN

(Continued from page 9)

meals" is not always wise. Particularly in the case of children with small appetites or those who are very active, a light lunch of some quickly digested food in mid-morning and again in the middle of the afternoon may be highly desirable. Many of the more up-to-date schools now make provision for something of this kind at the morning recess hour, and so far I have heard only favorable reports from those who have tried the plan. A half-pint bottle of milk taken through a straw will help many a restless child through the last tedious hour of a morning at school, and a second glass along with a sandwich or a little fruit on returning from school in the afternoon will do a great deal to reduce quarreling and friction in the hours before Father comes home to dinner. Incidentally, the teacher or the parent who finds that her own patience is likely to wear a little thin toward the end of the morning or afternoon may discover, if she tries the same plan, that her supposed "nerves" have had a more intimate connection with her stomach than she realized. And because a state of irritability in an adult, even though it be fairly well controlled, cannot fail to react unfortunately upon the children of whom she is in charge, since children are notably sensitive to what someone has aptly called the "muscle-tensions" of other people, it is doubly important that those who are responsible for the care and training of children take every reasonable care to keep themselves in as serenely cheerful a state of mind as possible. An idea that seems to be regrettably common among many women is that it is a mark of cultural and aesthetic superiority to be "high-strung" and "sensitive." This appears to be a survival of the mid-Victorian conviction that a real lady must be able to faint away gracefully on any and all occasions. It is the sheerest nonsense, of course, but it is nonsense that has wrecked many a home and ruined the disposition of more than one originally promising child.

And all this brings me to the question of what is undoubtedly the most important single factor in the rearing of happy, even-tempered children. No one, as far as I know, has been able to put into words just what is meant by the emotional atmosphere of a home or a schoolroom. Yet it is something that we all sense and to which everyone reacts strongly and inevitably. Even if formal definitions are beyond us, a few actual examples may nevertheless be suggestive.

A six-year-old boy complained at

breakfast that his cereal was too hot. In a tone that dripped with self-righteousness, the mother told him that she had not had time to serve the cereal and allow it to cool a little before giving it to him; she had been far too busy ironing clothes for him to wear in place of the ones he got dirty in puddles last week! Most of us will agree, I think, that while a busy mother may be pardoned for trying to curb the natural propensity of a six-year-old for playing in puddles when he has clean clothes on, to continue to nag him about so trivial a childhood fault

IF I WOULD HOLD YOU

Ferne Parsons Norris

I know I cannot hold you long, My Own!

My part is but to nurture, and make strong
Your brave young wings, that you may fly
alone.

It is God's way, 'tis natural, not wrong.

I must not seek to live again in you,

Or make you live according to my plan;
To do the things I've done, or wished to do,—
A mother's inmost urge since time began!

I must guard always not to have in mind

My selfish satisfaction, lest you pay
With wasted years; nor ever let me blind

Your eyes with mother-love, to get my way
Above all else, ah, Child of Mine, I know,
If I would hold you, I must let you go!

for a week after its occurrence is not conducive to family harmony. Nor will our sympathy lie wholly with the mother when we are told that the boy's response to her pointedly gentle reproof was to throw down his spoon and scream loudly, "Don't talk, don't talk!"

And right here let me say that the rule "don't talk" is on the whole a sound one to follow in child management. I believe it would be safe to say that ninety per cent of the scoldings, reproofs, prohibitions and commands that are given to children harm more than they help. The same may be said of most of the so-called "reasoning" used with children in an attempt to make them see the unreasonableness of a fit of anger. As a rule, the only effect is to prolong the outburst or to change it to a state of sulky resentment that may persist for a long period. In training children in self-control a good example is worth a volume of precept and the first characteristic of a good example is putting a curb on the tongue. How many unnecessary rules we lay down for children to follow; how often we say "Don't" to a child who is merely engaged in some harmless and, to him, important kind

of experimentation. It is so much easier for us to forbid an undesirable activity than to suggest a desirable substitute that we forget that no normally active child can be content to remain long without occupation. It is not surprising that the child who is constantly thwarted in his attempts to see how the world is put together should at times rebel against such annoying interference. Indeed it would be amazing if he were to remain calm.

A few weeks ago I spent an afternoon with the young mother of two small children, a boy of sixteen months and a little girl of three. Their father had been away for several weeks on a business trip and was expected home that evening. As a special treat, the three-year-old had been promised that she might sit up and have dinner with the family. Naturally enough she was much excited over the prospect and in her exuberance a number of things occurred that might well have brought her to grief. On one occasion she snatched a ball from her baby brother and threw it into the next room. The baby puckered up his face, but before the threatened wail could emerge, the mother exclaimed brightly, "Oh, Billy, isn't that fun? See, Sister is going to play ball with you! Go get the ball and throw it to Sister." Now it was evident that the three-year-old had originally had no such intention; her snatching of the ball had been done purely in a spirit of mischief.

But the suggestion worked. Billy scampered after the ball and a game ensued that kept both children happy for some time. Half a dozen similar incidents occurred in the course of the afternoon and each time a storm was averted by a tactful suggestion of something else to be done or by an easy laugh that turned the matter into a joke before it had time to develop into a situation that called for discipline. At the dinner table, too, the mother's clever management was apparent. The child was served before the guests and the fact that there were several articles of food on the table that she was not permitted to have was adequately concealed by the provision of one or two special dishes particularly for her. It was noteworthy that occasional minor lapses from her generally good table manners were allowed to pass without comment so that nothing should occur to mar her happiness in the unusual treat. When, toward the end of the meal, the child became a little bored by the adult conversation and began to amuse herself by dipping the milk from her glass with a teaspoon instead of drinking it in the orthodox manner, she was still not reproved. Instead, her mother quietly lifted the glass (*Continued on page 26*)

Do You Know The Johnsons?

OF COURSE you know the Johnsons. There are hundreds of them, and many of them write us letters similar to the following:

"I only wish I had read it before I ever was a parent."

—From Rock Island, Ill.

"Your magazine is the finest there is for mothers and fathers."

—From Columbus, Ohio

"I have found your magazine most enjoyable and constructive. Your timely advice helps me immeasurably in rearing my two children."

—From Long Island, N. Y.

THE JOHNSONS are very grateful to the friend who told them about the *National Parent-Teacher*. Won't you tell your friends about it? Indeed, we shall be glad to send any friend of yours who has children a free sample copy if you will send us the name and address.

**NATIONAL
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1201-16th Street, N. W.

Washington, D. C.

While BILL AND MARY JOHNSON were at school, they had little time for anything except studies, the usual round of social activities, and a few home chores. When they graduated they had to look for work, and when they found jobs they had to hustle to keep them. Fortunately, Mary's mother saw to it that her daughter had learned to cook and to keep house, so when Bill and Mary got married everybody said what a grand match it was and how happy they would be. They were—until the children came. Then they both discovered that they had undertaken a lifetime job for which they had no training whatever—the most important job in the world, the rearing and education of children. Happiness does not thrive when parents start to quarrel and cannot agree on the proper course to pursue, and the Johnsons soon found themselves getting on each other's nerves.

True, the parents and grandparents came to their assistance and in many instances the young parents acted upon their advice, forgetting that times had changed and that specialists had discarded many of the old methods of child training. The children refused to eat. They yelled and screamed and struggled. The young parents in an effort to keep peace in the family, and to avoid annoying the neighbors, humored them, thinking that as they grew older they would outgrow these tantrums and in some manner acquire behavior perfection. But as the children grew older they began to realize that the parents were not sure of themselves and that if they used certain tactics they could have their own way.

The young Johnsons put up with it as long as they could, but at last they realized they had to tackle their difficult problem and make some effort to overcome their early mistakes. Their first thought was helpful literature, something that could be read and studied in the home. Where could it be obtained? How much would they have to pay for it? Would it be dependable? They were tired of experimenting and wanted sound, authoritative information. A friend told them about the *NATIONAL PARENT-TEACHER*. They subscribed to it and bought some good books on child care and guidance, and now they are getting along much better.

ANGER IN YOUNG CHILDREN

(Continued from page 24)

and put it on the child's plate in order to lessen the likelihood of an accident. In a moment or two, having exhausted the possibilities of that kind of entertainment, the child laid down her spoon and finished her milk in the usual manner.

The significant features of this mother's management of her children appear to be the following. First, her manner is invariably cheerful, quiet, and unhurried. In the course of a fairly intensive acquaintance, I cannot recall that I have ever heard her say, "don't" to either of them and I am sure that I have never heard her voice sharpen in a tone of reproof. The house is planned to give the children a maximum of freedom; there is nothing within reach that they are not allowed to handle. There is a large fenced back yard with a sandbox, slide, and swing where they can play on sunny days, and if it rains the screened porch makes an acceptable substitute. They have a sufficient number of toys, planned to stimulate constructive play and their occupations and interests are respected by their parents. Small wonder that they are almost invariably good-natured and obedient. Anger is the result of thwarting and these children are usually free to follow their own desires; the parents' time and energies are devoted to setting the stage in such a way that with rare exceptions the things that they want to do are the things they should do. And believe it or not, this is an ideal that it is entirely possible to accomplish. The difficulty with many parents and teachers is that they spend their time on plans for reformation rather than plans for prevention. In the course of the year, I receive many letters from anxious mothers and an occasional one from a teacher, asking for advice about handling a child who is already giving trouble. "Johnnie," they say, "has such a dreadful temper." Or, "Susie is such a problem. She insists upon having her own way and has no consideration for other people at all. How shall I punish Johnnie for his tantrum and how can I make Susie prefer my way to her own?"

It is safe to say that no parent who reports difficulties such as these has ever really understood the child's needs or seen his point of view. Every normal child, like every normal adult, wants his own way and the wise parent does not aim at spineless docility but rather at showing him how he may get his way without infringing upon the rights of others. Particularly while a child is still small, this means careful attention to the conditions that stimulate him to activity. It is not fair to sur-

round the little child with attractive objects that he is not allowed to touch; it is inviting disaster to give him dissectible toys and then expect him to refrain from exploring their inner mysteries. The little child is not yet capable of appreciating psychological boundaries; he is still a creature of his senses whose fingers reach out eagerly for all that he can hear and see. And this is natural and right for it is thus that he learns. Undue interference with this early experimentation is not only a bar to progress but it is a source of irritation which often results in setting up bad emotional habits that are difficult to overcome later on.

Nature has many protective mechanisms and not all of them are pleasant.

AND HOW SHALL THEY BE SAVED?

(Continued from page 17)

not so much with the idea of vocations in those areas as that our leisure may be saved from the devastation of the time-killers, the diversion-producers, who provide no recreation but, on the contrary, lay waste the fertility of the imagination as with volcanic mud—daily movies—howling radios.

And I believe we should steadily—as these interests in the arts grow—reduce home work so that our evenings may be spent in continuing at home—the whole family involved—the fine things learned at school, and the dreary conventions of Latin, algebra, grammar, Roman and Medieval history, and all textbook affairs, be prevented from wasting those priceless hours between dinner and bedtime.

The Glory of Skill—of particular excellence in one or more things by which we will validate ourselves—by which we establish that self-respect and respect of others which must be one of the foundations for admiration and love.

The Understanding Heart in all human relationships which will underlie justice and mercy and allow us to discharge our responsibilities as citizens without self-righteousness and prejudice. This should follow from a school life properly socialized.

Undoubtedly the principal trouble with our society is that so many of the people composing it, and even conducting its affairs, do not grow up. There are too many people who have not matured emotionally, but carry over into adult life the weaknesses of childhood. Their education failed to preserve the strengths of childhood and eliminate the weaknesses. It is a retarded development that produces

When the body is invaded by disease-producing micro-organisms, fever may ensue; and this is nature's device for ridding the body of harmful bacteria by raising its temperature to a point at which they no longer flourish. When individual personality is invaded by too many interferences with what should be its normal rights, anger may result; and this is another of nature's provisions for protecting the individual and helping it to get rid of enemies that threaten its integrity and interfere with its development. Neither fever nor anger is a disease in itself; both are symptoms that something is wrong.

The intelligent parent, like the wise physician, does not devote his energies to getting rid of the symptom but seeks rather to discover and remove the cause that gave rise to it and to prevent its recurrence.

most of the social messes, and eventually war.

Avoiding the Menace of Softness.

Underneath all beauty is austerity and a severe discipline. Fibres are necessary for the leaf and the flower as well as for the root and stem, and the human body, the most beautiful of all created things, must have a skeleton. So there must be a bony structure to the mind and emotions if we are to be "beautiful inwardly." Sentimentality and shallow feelings will not answer even temporary uses. Courage, patience, endurance, will power, common sense, a sturdy philosophy containing enough of stoicism. Moreover, a simple way of living without those dreary luxuries with which wealthy people so often upholster their sad lives is something to be fostered by the developing of tastes which are not expensive—and which can be shared so happily—and by plenty of open air adventure on land and sea.

DOESN'T it seem to you that people who are well and who have enough to eat and to wear and a roof and bed and fire ought to be more satisfied and grateful for every day which finds them capable of tasting all its amazing flavors with such relish—summer—winter—fall—spring?

Apparently, not until we are sick or incapacitated by age do we come to any adequate notion of the value of health and energy. Then—what wouldn't we give to be back where we were—and how ridiculous most of our worries seemed—how trivial and silly.

The Substitution of Science—particularly natural science, for a great

deal of the traditional scholastic stuff merely wastes the precious time of most pupils.

Certainly let the children who want Latin and algebra and geometry and Medieval history and whole books of English grammar have them—if there are teachers who can make these things digestible and stimulating. But for ninety per cent of the children who go through these routines, how many retain a glimmer of it after twenty-five or thirty?

To be sure there is the old argument about mental discipline. But in case you didn't hear the detonation, I will take the liberty of saying that that theory exploded a long time ago. You will get just as much mental discipline from the things you are interested in as from the things you are not—and it will be a self-imposed discipline and so much more valuable than any other.

Therefore I say, more science—more knowledge of the structure of this home of ours—with its continents and seas, plants and animals, men and women.

As a by-product of all school activities, *A Steadily Increasing Religious Sense*—that is, a sense of the profound mystery of life and the development of that homing instinct by which the human spirit relates itself to the infinite.

Dogmatic religion engages the interest of youth no longer—or any system of theology. But youth has a natural affinity for that stupendous character who gave us the greatest of all short stories—the stories of the Prodigal Son and of the Good Samaritan.

It is becoming increasingly evident that we can only save our institutions and our ideals if we change our scale of values and make our individualism something very different from what it is, namely, the right to profit at the expense of others.

We are becoming aware of the fact that what enhances life for us, that is, what is good for us, must enhance our neighbor's life and be equally good for him—no matter what his geographical location may be.

It is that sense of relationship which must permeate home and school. We must abandon the old competitive idea in favor of the cooperative.

We must begin with the youngest children and carry through a scheme of education which will deliver into society, at the end, individuals who will refresh that society as their numbers increase until we get something which can be called a culture without malice—without hypocrisy—without paternalistic charities—without exploitation, and with a complete faith in goodness and the good life.

For further reference material on the subjects covered in this article, see the Bulletin Board.



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THE Modern Mother knows how important it is to use the proper medication at the proper time. That's why she uses specialized medication for different stages and types of colds—medication that's specially designed to attack the distressing symptoms right where they attack you—when they attack you.

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VA-TRO-NOL is specialized medication for the nose and upper throat, where 3 out of 4 colds start. Used in time, it helps to prevent many colds—or to throw off head colds in their early stages.

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If first signs have been neglected—or a cold strikes without warning—use Vicks VAPORUB, the safe, external treatment. No "dosing"—no risk of stomach upsets. Best of all, no long waiting. For VAPORUB

attacks the distressing symptoms direct—right where you feel them.

Simply massage VapoRub on throat, chest, and back at bedtime. Almost before you finish rubbing, it goes to work direct through the skin like a poultice. At the same time, its medicated vapors, released by the warmth of the body, are carried direct to the irritated air passages with every breath.

This double action loosens phlegm—relieves irritation and coughing—helps break local congestion. And long after restful sleep comes, VapoRub keeps right on working. Often, by morning the worst of the cold is over.

Proved in Clinical Tests Among 17,353 People

Both Va-tro-nol and VapoRub have been doubly proved for you—by everyday use in millions of homes, and by one of the largest clinical tests ever made on colds. For details see folder—"Vicks Plan for Better Control of Colds"—which comes in each Vicks package.

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VA-TRO-NOL

Used at the first warning sneeze or sniffle

Helps
PREVENT
many colds

VAPORUB

Just rubbed on the throat, chest, and back

Helps
END a cold
sooner



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MEMORY LANE

(Continued from page 19)

of mankind." I was named chairman of arrangements and continued in that capacity for the three succeeding meetings and for three international conferences which were held in Washington.

During the time between this organization meeting and the date of the meeting we carried on an intensive publicity campaign through the press, educators and clergymen, who spoke of the Congress from their pulpits. The first letters were sent out from Mrs. Hearst's home on New Hampshire Avenue, where our meetings were held, and a little later we engaged a room at 1429—20th Street, N. W., which we used as an office. From here we issued a great quantity of circulars, letters, and other publicity material. A picture of this first National Office is in the 40th Anniversary Record-Book in the National Office. We made preparations for a crowd of seven or eight hundred, but the public was so enthusiastic about the plan that more than 2000 persons attended the first session. We had engaged the grand ball-room of the old Arlington Hotel (the site now occupied by the U. S. Veterans Bureau) but the crowd soon overflowed this space; a second section of the meeting met in the First Baptist Church; and finally we had to move into the Armory over the Old Center Market to take care of the crowds. The rest is history. Mrs. Birney's Congress of Mothers has grown far beyond her fondest dreams. It is not generally known that Mrs. Birney was not in favor of the establishment of a permanent organization. She wanted to hold these national meetings but did not at first believe that a permanent organization should be set up. However, as the project grew so rapidly during the first year she saw that if it was to be effective it must be a continuing institution. And on May 15, 1900, the Congress became a charter institution with a charter bearing her signature, mine and that of Jennie W. Holtzman.

I HAD some interesting and amusing experiences in those early days, especially in arranging for the international conferences held in Washington. I remember that we called on Ambassador Jusserand, who was much interested, but who told me explosively: "You should not come to see me, you should go to see my brother. I am a disgrace to my family, because I have no children; my brother he has many children." However, he helped us with our plans for the international meetings.

In 1905, I organized the District of Columbia Congress of Parents and Teachers and was its president for ten years. I was (Continued on page 44)



NOTES ON DRESSING PROBLEMS OF THE PRESCHOOL CHILD

This is a discussion of the points covered in our page
"We're in Pictures" in the October number

Illustrator

MARY C. HIGHSMITH

IN our picture page last October appeared two pictures which surprised this editor quite as much as they probably surprised our readers who are Nursery Directors or nursery-trained mothers. These pictures had been substituted at the last minute for pictures which had been submitted and proved to be not quite sharp enough for printing. One of them showed a child standing up while she zipped her galosh. The child isn't likely to be successful if she stands during this process and so should acquire the habit of sitting down. Every child's room should be equipped, if possible, with a warm rug so that most of the dressing process can take place on the floor. The picture which appeared beside the one just mentioned showed a child sitting on an adult-sized chair to pull on her sock. In the first place the child isn't as comfortable sitting on an adult's chair, and in the second place there is an element of danger in the possibility of the chair tipping. The child should sit on the floor for most of the process of dressing. He should have his underwear laid out on the floor ready for him to sit on the floor and stick his legs into, and all of his other garments in turn, including socks—that is, if he is a child who is still in the stage of learning. Five-year-olds usually can handle the process of laying out clothes ready to climb into without assistance.

The whole process of the child dressing himself should be made as simple

as possible and as pleasant, so that he may have a feeling of success and a feeling of joy in doing things for himself.

Much has been said and done in the field of dressing young children since the nursery schools burst into pretty thorough action about ten years ago. Much has been learned about the clothes children should wear if they are to have the fun of trying to dress themselves. Some manufacturers have been willing to cooperate with the more intelligent buyers in department stores who have been conscious of this growing movement toward clothes with features which will allow the child to help in dressing himself.

THEY have been willing to think in terms of front openings, large thick buttons (and as few of them as possible), drop seats in underwear, pajamas, play suits, slide fasteners, long openings (for greater ease in getting into the garment) and little boys' suits. Some stores have managed to supply this small group of nursery-trained mothers with some garments which have no buttons or slide fasteners at all. Unfortunately this group of mothers is still a small group, because nurseries run by trained directors are still not numerous enough. For that reason the philosophy back of the process of the child dressing himself is not thoroughly understood either by parents or by the people who sell the parents the clothes for young children.

The principle in children dressing themselves is that it encourages independence. It is not to relieve the mother. As a matter of fact it is the mother who wants to save time who does not want to let the child dress himself. The child takes a long time. The grown-up must be near and watching, must see when the child needs help and when it would be wise to let him finish the lacing of his shoes or the buttoning of the sweater. The grown-up must see that the process is fun, that no one ever suggests that the child is doing this because it is his job and that therefore he must do every bit of it himself. Teaching the child by the adult will make the child dislike the process and a negative attitude will develop which will make the dressing hour a thing of horror to both mother and child. It must be kept at the fun level.

MAYBE there will come a time when all mothers will understand the process and the philosophy back of the process of the child's dressing himself. But even for understanding mothers there will be grave difficulties so long as children's clothes are so designed that even adults are puzzled as to the process of getting them on children. Perhaps there will come a time when mothers may go into a store and say, "I want to see the clothes which are so designed that my child may enjoy dressing himself."

And the attendant will not only know what the mother is talking about, but she will reply: "Yes, follow me, we have a special display of all of our garments designed to help the child to help himself."

When an incident such as this takes place, a high point of cooperation between the manufacturer and the mother will have been reached.

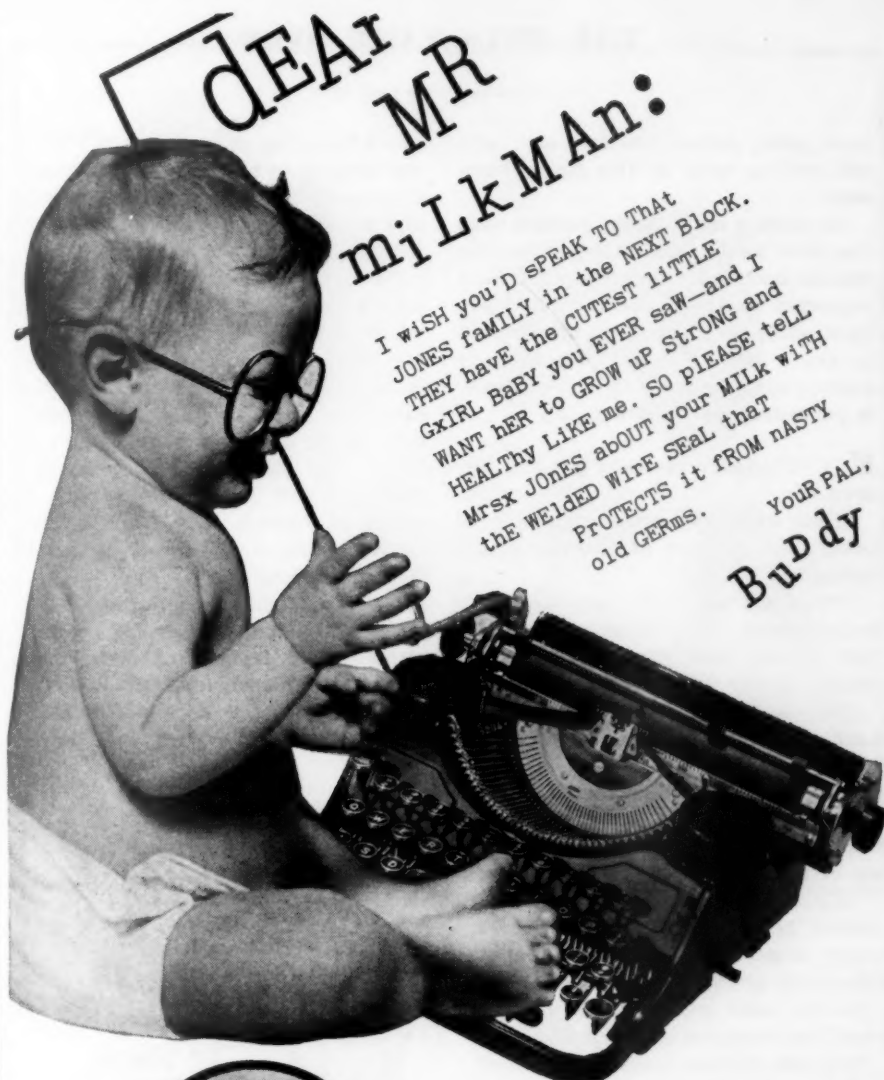
WHAT GOES ON IN THE SCHOOLHOUSE

(Continued from page 7)

It is time for the country folks to start home. The music ceases, the superintendent, the principal and the president of the P. T. A. take their places near the door to shake hands and bid a cheery good night to at least two hundred people who have re-created a spirit of understanding, many of whom have heard, for the first time, something about the place of supervised play in the school life of a child. They have made the schoolhouse a real center of education.

Let us light the schoolhouse. The whole community will see farther. That light will reveal a new road to home and community security for the intellectual, the social and the spiritual lives of our people.

For further reference material on this subject see the Bulletin Board.



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THE BOYS TAKE OVER

(Continued from page 13)

easy going fellow like this one, who will put up with all this funny business."

He made a magnificent gesture with the cake beater and tipped over the vanilla bottle. Unfortunately, he had neglected to screw the top on. I sat tight while he mopped up and I tried to think how pleasant the kitchen smelled with the pungent odor of vanilla pervading every corner.

EVENTUALLY the cake got into the oven.

"Now while you're waiting for it to bake," said I, "you can be doing the dishes."

"What a time to tell me, woman," he grumbled. "Why didn't you tell me that in the first place and then I wouldn't have used so many?"

There certainly was a stock all right. I sat on my high stool and watched, for I've had experience with the neat, quiet way a boy can sneak out the back door when there are dishes in the sink. Soon it was time for the cake to come out of the oven.

"We'll make a powdered sugar and melted butter frosting," I decided. "Any dumb-bell can manage that. Later we'll go in for something fancy."

So the cake was iced and he surveyed his handiwork with pride.

"I guess I'll take it across the street and show the fellows," he said. That was a mistake, for the plate came back as clean as a whistle. "But he got some good, practical experience," I consoled myself. My other son had his lesson the following Saturday. We went through the cookbook in a haphazard manner, choosing the recipe that appealed to the boys. If there was to be any fun in cooking I wanted them to have it. Each week we tried something different until now, after about a year of sieges in the kitchen, they are quite handy. They often come to me and say, "If we get the lunch may we have some of the gang in?" and I always answer, "Yes, if you get the lunch *and* do the dishes." The menu? Well, it varies. Last Saturday it was bacon with scrambled eggs and toast. Usually these invitations are extended on the spur of the moment and they choose something that can be gotten together in a hurry. Now it takes a pretty competent cook to scramble eggs and, at the same time, watch the bacon and toast in the broiler, but one of them manages this while the other works out a dessert. For this particular meal they had left-over sponge cake, over which they poured a jar of canned strawberries, topping the whole thing with whipped cream. They finished with a couple of apples apiece

and a few crisp cabbage leaves. "We're too hungry to monkey with a salad," they explained. The gang isn't particular as long as there is plenty of everything.

At the end they all pitch in and do the dishes and let the china fall where it may. I think they really enjoy this cooking experience, but of course they'd never admit it. They carry out their cooking assignments with an air of good natured long suffering, but recently they were surprised almost into appreciation. It seems as though they were getting ready to earn a few merit badges in their Boy Scout work.

"Gee!" exclaimed one amazed, "we can get that merit badge for cooking without half trying." And he read aloud the requirements. "Build a fireplace outside and cook in it stew, omelet, and rice pudding; mix dough



Why do we have to move out that heavy chest every time?

and bake bread in an oven; carve properly and serve correctly to people at the table—why, we know that stuff already! I guess Mom wasn't so dumb after all."

And that, so far, is the nearest I've come to being appreciated!

From cooking, we went on to sewing. Coming from school one afternoon my second son found a pile of underwear and shirts waiting for him beside the radio.

"You can sew on the buttons that are missing," I told him.

Much to my surprise, there was not a word of protest. He dialed to his favorite thriller, then attacked the pile. After a while he held up a suit of underwear and regarded it with satisfaction.

"When this underwear is tattered and torn," he announced with pride, "these buttons will still be on it."

And I agreed. Mentally I wondered if a spool of thread would last for a whole dozen of buttons.

"After this," he told me firmly, "let me sew on all my own buttons. Then I'll be sure that they won't part company with my clothes at some crucial moment."

So I did. He also does all his heavy mending on overalls, sport clothes, etc. He employs what I term a "baseball stitch"; that is, it resembles closely the stitch that appears on the outside cover of a baseball. It's not so fancy but it's entirely durable, as has been proved many times.

After sewing we went to cleaning. Now you may think it's a comparatively easy task to teach a boy to run a sweeper over the rug, but don't fool yourself.

"Why the dickens do we have to sweep under the chairs?" one demanded petulantly. "How can dirt get under the chairs when nobody walks there?"

Time out for explanations.

Or something like this:

"Why in the world do we have to move out that heavy chest every time and clean behind it?" they want to know. "Nobody ever looks there."

This calls for a concrete answer. I try to supply it.

"Just as sure as you neglect to clean behind that chest, we'll have visitors this evening," I tell them. "And sure as shooting, someone will sit on that chest and drop something behind it. And sure as shooting, that chest will have to be moved out and there will be all that dust and how do you suppose I'll feel?"

"Tell them that your boys did the cleaning today," they shrug. "We don't care *what* becomes of our reputations as housekeepers."

BUT after a great struggle they learned to sweep and dust quite well. Don't misunderstand me. I don't want to give the impression that they get up early in the morning and clean the house from top to bottom of their own accord. They have done this but the occasions have been so rare that they stand out vividly in my memory. They have to want something pretty badly to be driven to such lengths. This cleaning business is a bore and a pain in the neck to them, but they can do it if they have to, and do it well.

Their familiarity with housework prompts them to attempt any task. One day when I was sick, my older son did the family washing. Now there's no trick to running a washing machine and the clothes got their two conscientious rinsings, but the neighbors must have rubbed their eyes and blinked in bewilderment to see all the

shirts hanging from the line by their cuffs, and all the little sisters' dresses hanging by their sleeves. We haven't gone in for ironing yet, but that will come later.

There's just one thing that stumps them and that is bed-making. I often wonder dispiritedly if I'll ever succeed in teaching them to make a bed correctly. Still I can take heart and I consider that it took me two years, those careless years, from six to eight, to teach one of them to wash his neck properly. Night after night I'd fill the bathtub with creamy suds and wait hopefully and every time he'd come out, clean enough below the water line, but incredibly, two inches of neck above the water line would still be grimy!

ONE night I cried out in exasperation:

"I wonder if I'll have to go over to your house after you're married and wash your neck for you."

"Oh yes," Dad put in with a grin, "you'll probably have to wash his wife's neck too."

And to this day Son enjoys repeating this priceless wisecrack at his own expense.

But as I finally succeeded in the neck washing business, so too may I succeed with this bed-making. To be quite frank though, I have no great hopes of it. I can almost see myself at ninety-six, old and decrepit and toothless, hobbling to Son's house, where I'll stand on one side of a bed and try to teach him, old and decrepit too, how to turn under a square corner. It's a gloomy outlook!

"Can't you pull that sheet?" I cried impatiently the other day. "Just give it one good yank and get those wrinkles out."

"Oh, don't be so finicky, Mom," my son admonishes me. "Who cares about a few wrinkles? If you worked as hard as you make me work, you could throw a handful of potatoes in your bed and sleep peacefully all night long without ever knowing they were there. You'd be that tired."

Which is, of course, a gross exaggeration.

In spite of opposition and ridicule I still stubbornly maintain that I'm right. Work should have no sex, but try to tell that to us doting parents. We listen, perhaps agree politely, yet go right on telling Susie to do the dishes and Johnnie to shovel the walks, whereas a change of tasks would be beneficial to both of them. I cannot for the life of me see why a boy shouldn't learn to cook and sweep, or a girl, just because she happened to have been born a girl, shouldn't know how to saw through a board or build a fire in the furnace. I believe that the more skills a (Continued on page 33)



Mother!

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IS QUARRELING ALL BAD?

Bryant Drake

Illustrator
MIRIAM SELLS

GRACE and I had opposite reactions to the article about the quarrels of the Atwood and the Murray children. She thought the Atwoods were a horrible example and the Murrrays the ideal situation, while I thought both were horrible examples, and that, of the two, the Murrrays were the more horrible.

In the first place, Grace and I have had contrasted experiences with quarreling. She was the victim of a teasing brother, and in all probability the counsel of her mother not to mind it and that then the teasing would end was not sufficient to meet the problem. Grace hates quarreling; it upsets her terribly when our children quarrel. On the other hand, I was the teasing brother in our family, but I must have been something more, for brother and sister were particularly close to one another. The memories of our childhood together are as delightful to her as to me, I believe. We went places together and had common friends and activities, and our quarrels are amusing and joyous memories. Really, I would not enjoy those memories so much if there had not been the quarrels; they drew us together in the same way that the fights that I had with boys drew me closer in bonds of friendship to them. There is some truth in the statement that you never know a person until you have fought with him.

Grace and I agree that the Atwood family suffers because of quarreling, and that it is unwise to condone discourtesy between brother and sister merely because of myths about the adolescent age or the old superstition, "Kids always fight." With enough baseball and supervised play boys need not fight as I used to fight, and, with bet-

ter homes, brothers and sisters will not quarrel as children of a generation ago quarreled. However, the way that the Murrrays are doing it will result in serious difficulties.

The Murrrays apparently know how to make a home in which children can live happily and expansively, but in the matter of quarreling they seem to revert to autocracy of a former age. Each of them has a complex against brother-and-sister quarreling. It would be interesting to know their background and whether they themselves ever quarrel with subordinates or equals or superiors.

In the first place, the manner of banishing quarreling from the home is autocratic. It works, of course, but if that method is evil in dealing with one type of misconduct, it is evil in dealing with another. When offending children are sent to their own rooms the quarrel ends in one sense, but it may go on in the minds of those unrepentant culprits. The twins stop teasing when the threat of cleaning the car is made, but that does not get at the root of the difficulty.

The education on quarreling in the Murray family will doubtless produce six children with varied attitudes. One may dispose all quarrels and everyone who participates in them. One may be the victim of a conditioning that will cause him to go wild every time he hears quarreling. Another may resent the autocratic rule so much that he has his fling in quarreling as soon as he escapes from the parental roof. Another may be totally unprepared to meet any sort of discourtesy and burst into tears at every sharp word from her husband. And so on. We can be sure that, except for a miracle, the Murray children will not be able to

take a quarrel for what it is and forget about it as soon as it is over.

We have an acquaintance who may have been reared in a home like the Murrrays'. His son testifies that he has never heard his father say a cross word to his mother, and has never heard his mother say a cross word to his father. This seems to be a fine testimonial. However, Mr. F. carries grudges; he does it as a gentleman, and never by so much as an intonation is discourteous to those whom he hurts in devious and wily ways. Mrs. F. has plenty of temper, and I like it in her, but she could not display it in the presence of Mr. F. without receiving a courteous and skilful rebuke. It is my well-considered conclusion that Mr. and Mrs. F. have a more formal relationship than they ought; he does not take his problems to her; he does not unburden himself to her; and he is not the kind of person to whom one reveals anything that is shabby.

An aversion to quarreling is the key to Mr. F.'s character. He abhors discourtesy. Yet he hates and carries resentment, although he would never admit such a thing even to himself. His subordinates confront the obstacle of an executive who will never let the discussion go beyond the bounds of courtesy, and if absolute difference of opinion looms, he dismisses the interview in the suave way of which he is a master. His organization needs a fight, and the truth-telling that would accompany it.

CHILDREN do not have to quarrel. Children do not have to get angry. But they do both. A child that did neither would be pleasant to have around—for a while, but the cause would probably be a glandular defect. John meets his sister in the hall, and gives her a prod in the side, and Sister yells as though she had received a mortal wound. Mother enters and gives John a lecture or holds a session of court. The whole thing would have been passed and forgotten in a moment if Mother had not entered, but her interference turns it into a serious affair from which Sister emerges with hurt feelings and John, nursing resentment and anger against the sister whose yell brought upon him this unpleasantness. Such behavior on the part of both calls for attention, it is true, but the quarreling aspect is not the serious factor.

I hold no brief for quarreling, but neither do I consider it the abomination that the Murrrays do. The Murray children are going to be at a distinct disadvantage in fighting their way in school, in society and in profession in competition with the newsboy who has fought his way all his life. Quarreling is a disease perhaps, like fever; but sometimes fever is the way to health,

and there are times when a good fight will clear the atmosphere.

Our children are strong personalities already; they are successes in their child society. They are not quarrelsome children, either with playmates or in the home, but they quarrel. I do not enjoy their quarreling, and some times it gets on my nerves. Many times no good end seems to be furthered by their quarrels, but sometimes an issue is settled fairly because high handed action was halted. My observation is that it is the rare quarrel that arises from any other cause than an injustice, and the refusal of the sufferer to keep his peace.

Of course, it is a moral catastrophe when truculence becomes a habit, or when child or adult goes about defending his rights on all occasions. However, justice has seldom come as a free gift from the strong, but rather it has been the prize of battle by the weak and oppressed, or the offering of someone who has perished on a cross.

The child is in a world of conflict; he must fight his way, and if he remains true to the best that is in him he must disagree violently with the people and with customs. The best men learn to do it in good temper, but this is not learned by flight from conflict nor by wily stratagems and avoidance of meeting issues. In spite of obstacles and personal opposition the good citizen will strive toward the good life for himself and his community. Unfortunate is he who learns in childhood to fear quarrels, for, after all, a straightforward battle is a worthy thing, whether it be between Farr and Louis, or between Jesus and the Pharisees.

For reference material on this subject, see the Bulletin Board.

THE BOYS TAKE OVER

(Continued from page 31)

young person can master, the happier and more useful his life will be. But it's no bed of roses, this carrying out of one's convictions.

"Some day my boys will thank me," I tell myself comfortingly. "Some day they will appreciate all the patience and good nature it required on my part to teach them the rudiments of house-keeping." I realize that this day is a long, long way into the future and I would not continue with this business were I not sure, absolutely sure, that some day they will come to me and say, their voices quivering with emotion:

"Mother, you were right. This knowledge of housekeeping has been such a help to me."

And for that day I'm practicing the accents of grim satisfaction with which I'll say:

"I told you so!"

THE FAMILY LIBRARY OF RECORDS

(Continued from page 15)

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Bach.	<i>Come Sweet Death.</i>	V 7501	2.00
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Bach.	<i>Cello, Casals.</i>		
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Chopin.	<i>Waltzes Op. 64 No. 2. Op. 42.</i>	V 14299	2.00
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Schubert.	<i>Minuet fr. Sonata No. 11.</i>	C 17042D	1.00
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Schubert.	<i>Rosamunde Overture. Halle Orch.</i>	C 67388D	1.50
Schubert.	<i>Symphony No. 3, two mvts. Grand Symph. Orch.</i>	D 25378	.75
Mendelssohn.	<i>Midsummer Night's Dream.</i>	V 6675	2.00
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Mendelssohn.	<i>San Francisco Orch.</i>		
Schumann.	<i>Thou Art So Like a Flower.</i>	C DB 1233	1.25
Brahms.	<i>River Boat.</i>		
Schumann.	<i>To The Evening Star.</i>		
Schumann.	<i>The Sisters.</i>		
Schumann.	<i>Solo Songs and Duets, Sop. cont.</i>		
Berlioz.	<i>Will-O'-the-Wisps from Faust.</i>	V 14231	2.00
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Grieg.	<i>Norwegian Dances.</i>	V 11456	3.00
Grieg.	<i>London Philh. Orch.</i>	V 11457	
Dvořák.	<i>Slavonic Dance, Dance No. 1.</i>	C DB1235	1.25
Dvořák.	<i>4 hands, Hess, Harty.</i>		
MacDowell.	<i>A.D. 1620, Sea Piece, Myra Hess.</i>		
Tchaikovsky.	<i>Second, third mvts. from Symphony No. 4.</i>	V M327 for entire	
Tchaikovsky.	<i>Boston Orchestra.</i>	symph.	
Tchaikovsky.		Sep. recs., each 2.00	
Bizet.	<i>Suite Ariéenne (excerpts). Phil. Orch.</i>	V M62 (3 rec)	6.50
Bizet.	<i>Minuet and Farandole. London Phil. Orch.</i>	C 68882 D	1.50
Wolf, H.	<i>Italian Serenade. Budapest String Quartet.</i>	V 4271	1.00

(Continued on page 35)

Penny Spenders

SOME of the children on our street were born, not with silver spoons in their mouths, but—lollypops! In fact, a cherry-colored sucker seems to have taken the place of a rattle, these days.

But the real thrill comes for the young toddler when he is deemed old enough to walk to the grocery store alone to spend his penny.

Back in the days when the nearest store was a half-mile away and groceries were ordered by telephone, there were not many candy addicts among us. With the coming of the cash and carry, however, no child need be more than a few blocks from a counter full of sweets.

To my older children, candy was a real treat—a box of chocolate peppermints for over the week-end or a grand family fudge-making on a rainy afternoon. Now to six-year-old Kitty, it is an entirely different affair. She views

ANN MASON BARRET

Illustrations
RUTH STEED

with envy the children who pass by with pennies and return scattering sticky papers over our sidewalk and lawn. Yes, it's hard enough to watch them parade by, at any and all hours of the day, but once inside the grocery store in the thick of the penny spenders, poor Kitty feels her lot unbearable.

I try to divert her mind from her misery by enlisting her aid in selecting dinner. There are piles of exotic spinach banked next to ruddy carrots with lacy tops. What a lovely place to whet your appetite! We decide on string beans and Kitty promises to help snap them. I leave her to test out her spelling on the rows of canned goods and

boxes of cereal. After all, what a wonderful place for education a grocery store can be.

I finger the soft, half-ripe tomatoes and agree with another shopper that housekeeping is uphill work at this season of the year. We stop feeling tomatoes to condole with each other.

"I could plan well-balanced meals, hard as it is to get variety," moans my neighbor, "but the thing is to make my family eat vegetables. Every one of them is finicky. Take Bobby, here. (Bobby stands by, chewing on a jade green sucker.) He just has no appetite at all. It's all I can do to persuade him to drink his milk."

KITTY loses interest in her spelling and stands very close to me, eyeing Bobby and his sucker—just by way of reminding me of her unfortunate estate.

We move to the meat counter but



several people are ahead of us. One neighbor is having a time deciding between a center cut of ham, which she says her family *will* eat, and veal liver which she thinks they *should* eat. She has quieted her Billy with what appears to be a sticky brown mass, studded with peanuts. Kitty plucks my sleeve.

"You see, Mother, I'm the only one here that doesn't have a penny to spend for candy."

Then I remind Kitty that it is very soon after breakfast and that she can have an orange when she gets home. Billy's mother has overheard our conversation.

"I agree with you exactly. Children haven't a bit of business eating candy all day long. But what are you to do when all the others have it? It's like the movies with my bigger boy. He has a fit when I try to limit him to two shows a week."

She pays for her slice of ham and I press a little closer to the glass showcase. I must not hurry the customer ahead of me for it must be terrible to try to select a chuck roast tasty enough to lure and tempt appetites and, at the same time, cheap enough to yield a margin of profit on table boarders. But she can't give her undivided attention to the roast. Her two youngsters have reached the nickel-spending stage and will not be put off. She tries holding out on them for a few clamorous moments. But it's no use. And after all, what is one nickel compared to undisturbed marketing?

BY now, Kitty is reduced to utter dejection.

"Can't I have my Saturday dime?" she pleads. "I won't spend all of it."

I almost weaken as the nickel spenders open their box of candied popcorn. If she squanders her week's allowance on candy it may prove to be a valuable shopping lesson for the future. And her allowance is fixed at a sum small enough to prevent many purchases of candy if she wants to have enough left to spend on other things. Just this once can't ruin Kitty's digestion or her teeth. I'll leave her at home next time.

Then I view this crowd of young spendthrifts. Do they really crave candy, or is it just that they are in the store and must spend a penny? Or is it that they have no money of their own to spend, and for that reason, have not learned how to manage money and to appreciate values? Aren't they the same children who can't see the acrobats at the circus for eating peanuts and buying balloons? Aren't they the same youngsters whose fathers dare not return from short business trips without the expected cheap presents? It isn't that they want what he brings them. It's (Continued on page 36)

THE FAMILY LIBRARY OF RECORDS

(Continued from page 33)

Operas have not been listed because in record form they lose a great deal which can only be completed by the imagination of those who have already become familiar with the music. Likewise, the large symphonic pieces such as Tone Poems are not at their best in records.

* Wagner	<i>Overture to Tannhäuser.</i> London Symph. Orch.	V 9059	3.00
	<i>Dance of the Apprentices.</i>	V 9060	
Wagner	<i>Preislied.</i>	V 7105	2.00
	<i>In Fernam Land.</i> Richard Crooks, Tenor.		
Moussorgsky	<i>Polonaise from Boris Godounov.</i>	D 25403	.75
	<i>Girls' Chorus from Boris Godounov.</i>		
Moussorgsky	<i>Khovantchina, Introduction.</i> Boston Symph. Orch.	V 14415	1.50
{ Moussorgsky	<i>Fair at Sorotchinsk.</i>	V 11443	1.50
{ Rimsky-Korsakoff	<i>Cortège des Nobles.</i> London Symph. Orch.		
* Rimsky-Korsakoff	<i>Introduction and Bridal Procession from Coq d'Or.</i> London Symph. Orch.	V 9696	1.50
Cesar Franck	<i>Symphonic Variations.</i> Cortot and orchestra.	V-8357 & 8	4.00
* Brahms	<i>Serenade—Scherzo and Minuet.</i> London Philh. Orch.	V 11458	1.50
Brahms	<i>Variations on a Theme by Haydn.</i> N. Y. Phil. Orch.	V M355 (2 rec)	4.50
* Brahms	<i>Hungarian Dance No. 2 in D min.</i>	V 7990	2.00
	<i>Waltzes, Nos. 1, 2, 15.</i> Piano, W. Bachaus.		
* Pierne	<i>Chanson de la Grandmaman.</i>	C 281M	.75
	<i>La Veillée de L'Ange Gardien.</i> Saxophone Quartet.		
{ Pierne	<i>Entrance of the Little Fauns.</i>	V 4319	1.00
{ Straus	<i>Thunder and Lightning Polka.</i>		
{ White	<i>Mosquito Dance.</i> Boston "Pop" Orch.		
Borodin	<i>In The Steppes of Central Asia.</i> London Symph. Orch.	V 11169	1.50
Moussorgsky	<i>Persian Dances.</i> London Symph. Orch.	V 11135	1.50
{ Wolff-Ferrari	<i>Overture to Secret of Suzanne.</i>	V 9730	1.50
{ Napravnik	<i>Song of the Nightingale (La Scala, Milan. Orch.)</i>		
{ Albeniz	<i>Tango.</i> Violin, F. Kreisler.	V 1339	1.50
* de Falla	<i>Spanish Dance from La Vida Breve.</i>		
* Albeniz	<i>Seguidillas.</i>	V 1581	1.50
	<i>Malagüena.</i> Piano, Cortot.		
Granados	<i>Goyescas Intermezzo.</i>	C 68923	1.50
	<i>Danse Espagnole No. 6.</i> Madrid Orch.		

As with ancient music, so modern music should be approached without prejudice and listened to for purely musical content. Erase from mind all you have heard "about" it and listen for yourself.

* Debussy	<i>Reflet dans L'Eau.</i>	C 68575 D	1.50
	<i>Soirée dans Granada.</i> Piano, Gieseking.		
* Debussy	<i>Children's Corner.</i>	C 68962 D	1.50
	Piano, Gieseking.	C 17088 D	1.00
Debussy	<i>L'Après-Midi d'un Faune.</i> Phila. Orchestra.	V 6696	2.00
{ Debussy	<i>Clair de Lune.</i>	V 7122	2.00
{ Schumann	<i>Nocturne.</i> Piano, Harold Bauer.		
Debussy	<i>Fêtes (Festivals).</i> Phila. Orchestra.	V 1309	1.50
Ravel	<i>Rhapsody Espagnole.</i> Phila. Orchestra.	V 8282 & 3	4.00
* Ravel	<i>Alborado del Gracioso.</i> Minn. Symph. Orch.	V 8552	2.00
Ravel	<i>La Mère L'Oye (Mother Goose).</i>	V 7370	4.00
	Boston Symph. Orch.	V 7371	
* Ravel	<i>Pavane pour une Enfante Défunte.</i>	V 9306	1.50
	<i>Enfant et les Sortilèges.</i>		
	Continental Symph. Orch.		
Ravel	<i>Introduction and Allegro for Harp and Woodwinds and Strings.</i>	V 9738	3.00
		V 9739	
Respighi	<i>Feste Romane.</i> Milan Symph. Orch.	C 69017 D	1.50
* Prokofiev	<i>Love for Three Oranges.</i>	V 9128	1.50
	<i>Waltz Scherzo, March, Scherzo.</i>		
	London Symph. Orchestra.		
Strawinsky	<i>Petrouchka.</i> Boston Symph. Orch. 3 rec.	V M49	6.50
* Strawinsky	<i>Fire Bird.</i> Scherzo, and Berceuse.	C 17049 D	1.00
	Violin, Dushkin—Piano, Strawinsky.		
Strawinsky	<i>Suite de Pulcinella.</i> 2 records.	C X36	3.00
* Strawinsky	<i>Pastorale for Winds and Violin.</i>	C 17075 D	1.00
	<i>Danse Russe.</i> Violin, Dushkin.		
* Ibert	<i>The Little White Donkey.</i>	V 4315	1.00
	<i>The Water-Seller.</i> Piano, Boynet.		

These rather racial selections are mere smatterings of a wealth of such material. We list them in the spirit of "If you like these samples, order some more."

* Russian Songs	<i>Uncle Pachom, In The Smithy, Folk Song.</i>	C 4163 M	1.00
	<i>Don Cossack Choir.</i>		
* Sea Chanteys and Ballads	<i>Away from Rio, Blow the Man Down, Sourwood Mountain, Billy Boy, Begone Dull Care, Sweet Kitty Clover, Bendmeor Stream, Frog Would a-Wooing Go, Spanish Guitar.</i> Singers, Crane, Dixon.	V 21751	.75
Negro Spirituals	<i>*Ezekiel Saw de Wheel, Lambs A-Cryin'.</i>	V 20604	.75
	<i>Robeson-Brown, singers.</i>	V 20518	.75
	<i>Go Down Moses, I Want to Be Like Jesus.</i>		
Humperdinck	<i>Tuskegee Quartet.</i>		
	<i>*Excerpts from Hänsel and Gretel.</i> N. Y. Phil. Orch.	V 7436	2.00
	<i>Overture to Hänsel and Gretel.</i>		
* Gilbert & Sullivan	<i>Excerpts from Pirates of Penzance.</i>	V 36144	1.25
	<i>Yeoman of the Guard.</i>	V 36145	each
	<i>Gondoliers.</i>	V 36146	6.25
	<i>The Sorcerer.</i>	V 36147	for the
	<i>The Mikado.</i>	V 36148	set
Spanish	<i>*Preludio (Torroba), Fandanguilo (Torroba).</i>	V 1487	1.50
	Guitar, Segovia.		
	<i>Jota (de Falla).</i>	V 1153	1.50
	<i>A Cuba (Schipa).</i> Tenor, Schipa and Orch.		
	<i>*Granadinas (Calleja-Barrera).</i>	V 1182	1.50
	<i>Princesita (Palomero-Padilla).</i>		
* French Folk-Songs	<i>Arranged for Harp.</i> Mildred Dilling.	C 17073 D	1.00
English Dances	<i>*Molly On The Shore (Grainger).</i>	C 7338 M	1.25
	<i>Mock Morris.</i> British Symphony.		
	<i>Shepherds' Hey (Grainger).</i>	V 1666	1.50
	<i>Country Gardens.</i>		

Keep this list for future reference.

PENNY SPENDERS

(Continued from page 35)

just the principle of the thing. Do they not grow up to be the tourists I met one evening in the loveliest, most restful little South Carolina town? There, with the Spanish moss swaying us to drowsiness, where we could still see clumps of azaleas in the shimmering moonlight, they were bored to death. There was no picture show, no curb service. It was a dead town.

Kitty tags my elbow again. I open my purse. "All right, Kitty, I can't give you anything in addition to your allowance but here is a quarter which you may spend all by yourself. You are to choose the dessert today! Remember, we've bought string beans and potatoes, then we have lettuce with Russian dressing. Now, I will buy the round steak for the meat balls,

and you decide on the dessert. Take your time. Look at those big red apples which we could bake, but go ahead and choose for yourself. I want it to be a surprise for the rest of us."

No, Kitty, I will *not* raise a penny spender!



WHAT SCHOOL SHOULD MEAN TO CHILDREN

(Continued from page 11)

fathers had in education and what education could do for democracy. Just as they saw the future of democracy inextricably tied up with education, so must we and our children see it. Every child, from the first day in the classroom, should realize that the school is modern society's effort to insure for everyone a chance, to give each a fair start in life. He must see that the school has been established to help him live his life today and to get ready for the opportunities, the responsibilities, and the changes which lie ahead. Young children are especially sensitive, and if the schools are properly conducted they early come to realize that in the school they are a part of the democratic process. Such a conception has become a reality in our newest school, the nursery school. Here children learn to work with others, to share, to contribute to group living and group consciousness, to participate in enterprises which are useful and necessary and of recognized value to individual and group life. How much might be accomplished if schools everywhere could grasp the vision which has made it possible for the nursery school to make such a fine contribution to contemporary education? Administrators, teachers, and

parents may well take a lesson from this practice so that they may become more democratic in relationships with children.

Schools should impress children with the importance of human values, kindness to neighbors, affection of friends, love of learning, the universality of great truths and great faiths. It should help pupils to hold fast to those ideals which contribute to the more abundant life. It is for these values that schools have been supported through the ages. It is in school that children have an opportunity to make friends with persons in other lands, to share great experiences with past ages, to understand the great forces which are at work in nature and among people.

THE school should offer children an opportunity to develop interests. Interests may be in doing things, creating things, making things, or learning things. Too often the gap between school and life has nipped off budding interests. There has been built up the false conception that schools are not concerned with the real interest of boys and girls. Today the school realizes more than ever before that the interest of boys and girls forms the best

starting point for a vital and effective education. Furthermore, schools are judged, at least in part, by the extent to which they are able to challenge children and young people to pursue worthwhile activities on their own.

SCHOOLS should mean an opportunity to make choices, to enjoy the benefits of wise choices and to profit from the experiences of choices which are less wise. Experience furnishes the stuff out of which character is built. A wise kindergarten teacher was confronted with the problem of how to bring her children to realize the importance of seeing that the play equipment was in its proper place when they were through with it. She might have gone about the room, picking up the equipment and putting it in place. If she had done this, the children would not have grown in their ability to take care of their things, neither would they have grown in appreciation of seeing that the things in their room were in the right place. Some children did not then think it necessary to put their things away. It became a question as to whether these children could participate in certain of the activities of the school, if they persisted in not putting things away. They were permitted to see what happened when things were not well taken care of. They observed the consequences of their acts. They were given an opportunity to choose for themselves as to the line of action which they would take. It was only a short time until every child was brought to realize the importance and value of putting things away and the part which each must play.

Schools should mean to children the development of intellectual integrity. Children should not be expected to consider issues which are beyond their years, but they should face facts frankly and squarely. Within the range of their experience and comprehension, they should be given an opportunity to grow in their capacity to think through problems, to weigh issues, to be honest and sincere with one another. Here the teacher has need of all the ability he can muster. Any attempt to cover up or to slight important aspects of a social problem will be recognized even by very young children. Tolerance, appreciation of the point of view of others, and the development of strength of character should be an important product of each day's experience. A difficulty confronting teachers, especially those in the upper grades and high school, is the inconsistencies and contrasts which exist in practically every community. If these are not considered, pupils (especially the brighter ones) feel that the school is insincere in its desire to develop high ideals in character and conduct.

Children should recognize that the school is but one of the agencies in the community offering experiences which are educative in nature. It is important, however, that they see in the school the possibility of bringing to a focus all of the worth-while and vital experiences of home, school, and community.

Since on the average every pupil above the third grade now attends a movie at least once each week, and since we know for a certainty that movie attendance affects the attitudes and tastes and knowledge of children, why shouldn't motion picture appreciation be taught in the school? Fortunately it is being taught in many schools. Since recreation is an important part of the life of every child, isn't it important that pupils learn to use their leisure time profitably and wholesomely? Here, too, the school is giving recognition to an important problem which faces all children and youth. These two examples, of which there are many more, show that the school is increasingly recognizing its opportunity to use other forces or, if necessary, to seek to contrast them if their influence is injurious or detrimental in the lives of children.

SCHOOLS should mean to children and to their parents an opportunity for continuing lifelong education. As schools throw open their doors to community activities, and as they become the center of the cultural and intellectual life of the community, they take on new meaning for both children and adults.

Schools mean to many children an opportunity to overcome physical, mental or social handicaps. To all children, school should mean an opportunity to make the best of one's talents. Many schools do not as yet have the facilities necessary to give the care and consideration necessary to children who deviate from the normal. As a consequence, these children are faced with frustration, with a sense of insecurity, and frequently fail to develop to the utmost their potentialities. In general, schools should aim to capitalize each child's special abilities and to minimize, correct, and compensate for his defects, so that he may live happily and effectively.

It is important that no child feel that he is inadequate because he may develop mentally, physically, or socially somewhat more slowly or differently from other children. The great concern which schools have had for verbal learning has tended to overshadow other ways of learning. There are many ways other than books through which children learn. They learn by working with one another, they learn through their experiences in home and community, they learn

through the school journey and through the handling of material and equipment. They learn through discussion. Especially do they learn through activities which require creative expression. The radio and motion picture have come into modern life, and offer almost unheard-of possibilities for learning. The unity of learning bodily, mentally, and emotionally is so important that children should come to recognize that it is only as they make the fullest use of all learning possibilities that they can hope to live rich and effective lives. The same recognition should be given to achievement in the field of fine and practical arts as in fields requiring learning through words and symbols. The arts were first introduced into the curriculum as handiwork on the plea that they would help the slow or backward child. It is now recognized that while some children may be slow in using words and symbols, they are extremely alert in working with things and in solving practical problems.

Schools should mean to children two-way relationships, give and take, opportunity to express oneself, a feeling that one's point of view has been considered even though the decision may be against one. In developing two-way relationships, the character of the teacher is a most important element. High school seniors were asked to outline the traits of teachers which they thought were most important. According to a group of 10,000 high school seniors "best liked teachers" were liked because they were "helpful with school work, explain lessons clearly and thoroughly; are cheerful, happy, good natured, jolly, have a sense of humor, and can take a joke; are human, friendly, companionable; interested in and understand pupils; make work interesting; are strict, impartial, show no favoritism, have no 'pets'; not cross, crabby, grouchy, nagging, or sarcastic; have a pleasing personality; are patient, kindly, sympathetic."

"**NOTHING** succeeds like success" is as true in school as elsewhere. School should mean an opportunity to undertake tasks within one's ability, an understanding of these tasks, and the thrill which comes from work well done. A story is told of a boy who did not get along well in school. In fact, school was so distasteful to him that he left it the minute he met the conditions of the compulsory attendance law. He secured a job where, as is usually the case with a beginner, he was assigned menial, but important tasks to do. He liked it. He did his work well. He progressed rapidly in his work and was appreciated by both the management and his fellow workers. It was hard for his parents and his teachers (Continued on page 45)



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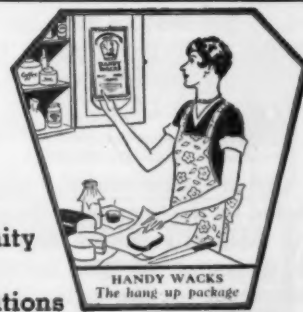


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THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

SUMMER EDUCATIONAL ACTIVITY

LAST month, this department described very briefly some of the results of the parent-teacher courses held in 1937 summer schools. In conjunction with this, we reviewed some of the significant summer educational activities which were reported by state Congresses. We did not have space for all of this material, and were forced to hold over the reports from a few states for this issue:

South Dakota

A two-day summer conference for parent-teacher members and summer school students at the State University was successful enough to warrant plans to make it an annual event. Inspirational talks by members of the University staff, and discussions on "Program Planning," by the state president and a National Vice-President filled the first day. A round-table discussion on P. T. A. problems and practical solutions was a popular feature of the program.

Oklahoma

Discussion of the program of the parent-teacher association in connection with courses in school administration and adult education at Oklahoma A. and M. College, Stillwater, afforded superintendents and principals enrolled in these courses an opportunity to become familiar with the work of the organization. Special lecturers included the state Congress president and other members of the state board.

"Judging from the number of requests for literature and assistance in program planning which have come to us, we feel that we have laid the foundation for further work of this type," comments Miss Vera Jones, Instructor.

Tennessee

One of the outstanding projects promoted by the Tennessee Congress during the past year was the preparation of a course on the parent-teacher movement for use in teacher colleges in the state.

This project grew out of a meeting of the college presidents called by the president of the Tennessee Congress, in December, 1936. It was agreed that there was need for a better understanding of the parent-teacher movement on the part of educators. The college presidents proposed that a credit course on the movement be introduced

at each of the colleges, therefore.

A committee to prepare the syllabus was appointed, each president naming one of his faculty, with the president and three vice-presidents of the Tennessee Congress also serving. As an outgrowth of this undertaking a course on the parent-teacher movement was given during the spring and summer terms, or units of work on the parent-teacher movement were included in other education courses, in the following teacher training institutions, with a total of 611 teachers enrolled: West Tennessee, Middle Tennessee, and East Tennessee State Teachers Colleges, College of Education of the University of Tennessee, University of Tennessee Junior College at Martin, Peabody College, Austin Peay Normal School, Tennessee Polytechnic Institute.

Utah

In cooperation with the Utah State Agricultural College Summer School, the Home Economics Division of the State Extension Service, and the Home Economics Division of the State Department of Vocational Education, the Utah Congress conducted a regional conference and parent-teacher institute at Logan.

The college dormitory housed visiting P.T.A. representatives for a nominal fee. Classes in various P.T.A. departments were conducted daily by state officers. Sixty parent-teacher officers and lay leaders were registered.

As a direct result of this conference a State Council for Parent Education has been organized to coordinate efforts of state groups interested in adult education. The state P.T.A. president has been appointed to act on the general committee of four to formulate plans for its permanency.

Virginia

A course, "The Teacher and the Public," arranged by the Virginia Branch and the University of Virginia, was given at the University again this summer and carried the usual college credit. Thirty-four teachers were enrolled and these represented all the geographical regions of the state. Two members were from the District of Columbia and one from South Carolina.

The interests common to the teacher and the public were explored, especially the interests common to teachers and parents. The parent-teacher movement was interpreted as the expression of a joint interest in the study

and guidance of the child, the study of the child's environment which includes his home and his school, and of those community institutions such as the church and the local government whose activities are aimed in considerable measure at the promotion of child welfare.

The first half of the course emphasized the motivations of the parent-teacher movement. The second half was devoted to method. Such practical questions were raised as: What is an effective local unit? Papers were written analyzing the actual situations in communities from which the members came and programs of work and methods best suited to the several community needs were the subjects of class discussion.

West Virginia

A five-day institute at Shepherd College had an aggregate attendance of 1,200 teachers from 18 counties and 5 states; 50 parent-teacher leaders from Virginia and West Virginia attended. Attendance cards were issued to 53 students and 10 parent-teacher leaders for a minimum of five hours lecture and conference period attendance. A faculty member was appointed by the college president to serve as a member of the state committee on college relationships.

One-day schools of instruction were held in widely separate sections of the state and a one-day conference was conducted at West Liberty State Teachers College, where there were 116 registrations from 7 counties and 3 states.

Forty-five of the 55 counties in West Virginia were represented in the registration records of the 1937 summer meetings. The state president reports that all educational institutions having summer sessions are clamoring for institutions in the future.

1938 NATIONAL PARENT-TEACHER CONVENTION Salt Lake City May 15-20

Parent-teacher members from every section of America will gather in Salt Lake City, Utah, May 15-20, for the 42nd Annual Convention of the National Congress of Parents and Teachers. Preceding the opening of the Convention, meetings of the National Board of Managers, Executive Committee, National Chairmen's Conference, and State Presidents' Conference will be conducted on May 13-14.

To attend a National Parent-Teacher Convention is a rich and satisfying experience. One may meet and mingle there with fathers and mothers, professional educators and laymen from all walks of life, united by a common interest—the child. With mind and heart centered on this altruistic objective which excludes disruptive self-interest, these representative citizens constitute an integrated cross-section of the entire nation, typifying a truly American philosophy of life and government.

Those who attend this year's Convention will find unusual inspiration not only in the Convention, but in its beautiful natural setting. On the trip to and from the Convention city, delegates will have an opportunity to see some of the world's most famous natural wonders, including Yellowstone National Park, the Grand Canyon of the Colorado, and many others.

IN BEHALF OF EDUCATION

Excerpts from an article entitled "P.T.A. and the Board of Education," in *The Texas Outlook*, August 1937, by Janice Prather Brickley, President, Denton Parent-Teacher Association:

... "Allied with the American system of education are two organizations which are outgrowths of the democratic attitude developed by the early American settlers. These are the parent-teacher association and the board of education. Each grew out of the experiences and needs of the American people. Each was instituted by the people and is controlled by the people. Because of the relationship that the two organizations bear to the public, it is desirable that they cooperate in keeping the goodwill of the people whom they represent. . . .

"Interests of the two organizations are similar and many times their activities overlap. The ultimate aim of each organization is child welfare. Both organizations are interested in laws affecting children. Both are interested in influencing public opinion in behalf of education. They can be of great help to each other, or they can block each other's progress. . . .

"A desirable way of promoting cooperation between trustees and parents is the defining of the spheres of influence of the two groups. The overlapping of the two fields of service brings about confusion as to the exact responsibilities of each organization. If the trustees and parent-teacher association of a given school unite in a study of the two spheres of influence and define the duties and responsibilities of each group as nearly as possible, much destructive criticism would be prevented and better cooperation brought about.

"Closer relationships between the board of education and the parent-

teacher association could be further advanced if the association would extend to the board of education an invitation to appear on the regular parent-teacher program sometime during the year. This would provide opportunity for the board members to acquaint parents with the problems which confront them in administering the schools. Dr. C. H. Judd goes so far as to suggest that the board of education conduct meetings at which instruction is given to parent-teacher members in school law, school administration, and methods of teaching. . . .

"A greater need for the combined efforts of the organizations in enlisting the support of the public is that of the support of candidates for the position of school trustees who have a vital interest in the affairs of the school. . . . William McAndrew, Editor of *School and Society*, reminds us that we have no organization composed of citizens to see that the community gets a fair deal from politicians so far as the schools are concerned. He thinks that every city needs such a force. He says, 'I hope that parent-teacher associations will interfere until a membership on the board of education is forced by organized public opinion to concern itself with seeing that the present common use of the system of spoils politics is converted into protecting the best workers in the service.' . . .

"Boards of education and parent-teacher associations should understand each other better. By no means should they seek to control each other's activities or meddle in each other's affairs. The school board is an administrative body. The parent-teacher association is a cooperative body whose greatest function is to create public opinion that favors an adequate public school system and other child welfare projects. Each organization has its own field of service but because of the overlapping of the two spheres of influence the two organizations are dependent upon each other for success in realizing their goals."

THE SCHOOL LUNCHROOM PROBLEM Florida

School lunchrooms operated by the P.T.A. were discussed at length at the parent-teacher institute at Camp Roosevelt, during which Mrs. Clinton F. Parvin, President, Florida Congress of Parents and Teachers, brought out the following points:

"Running a lunchroom is a real business and the average P.T.A. member has not the necessary experience or training to give to the work. If a cafeteria manager is employed, her position should be recognized as part of the school system, and under the management of the district trustees or county board. The school lunchroom is

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an important part of the child's life, and it is most important that it be managed efficiently. Such items as depreciation, equipment, upkeep, etc., are necessary expense, but the lunchroom should not be a money-making project. The objective should be to serve healthful food as economically as possible.

"The P.T.A. might well start a lunchroom in the school, demonstrate the need for it, and show that it would be possible from a business standpoint to run one. The lunchroom should then be turned over to the school board as soon as possible. The equipment furnished by the P. T. A. would, of course, be a gift to the school system, just as playground equipment, books, stage curtains, radios, etc., are purchased from year to year.

"The problem of running a school cafeteria efficiently takes up more time and thought from the real program of service of the P.T.A. than is justifiable, after it has once proven itself necessary. If it is not a good business proposition for the school board to accept, it is not a good business proposition for the P.T.A. to attempt to manage."—From *Florida Parent-Teacher*.

EDUCATION FOR HANDICAPPED CHILDREN Nebraska

A project to provide special home instruction work to give educational opportunity to Lincoln children whose physical handicaps prevented them from attending school was launched six years ago by the Lincoln Council of Parent-Teacher Associations. The council paid for the services of a teacher who was sent into the homes to teach them. This assistance was accepted for a year by the Board of Education. A school census report at that time revealed 34 children of school age in Lincoln who were unable to attend school because of some physical handicap. Following the demonstration made by the Lincoln Council, the Board of Education assumed the responsibility of financing the work by providing home instruction for any child who is unable to attend school.

Soon after the inauguration of home instruction, the Physical Education de-

partment of the University of Nebraska opened a class in corrective physical education for children who were home bound.

One of the children who has received home instruction since its inauguration graduated from junior high school in June 1937. This lad has never been able to attend classes but has done all his work through the home bound school. Two other children in the graduating class received part of their education in their homes.

Work along these lines which is going forward in various communities cannot be too highly commended.



ETTA JENNY and PEACHY PAY

Caroline E. Hosmer

ETTA JENNY was the proud parlor doll. She was very beautiful, with a lovely complexion and real hair—curly hair! She wore a pink silk dress and her chemise and drawers and petticoats were trimmed with lace. Her clothes were all sewed on! She sat in the little willow rocker in the parlor, but never in the winter near the stove with the bright isinglass windows, nor in the summer near the windows where the sun shone in brightly. You had to be very, very careful of Etta Jenny because she was a wax doll and would melt!

Peachy Pay, however, was of other stock. She was homely and hardy and you loved her dearly. Her hair and her features were painted on and wouldn't rub off. You didn't have to worry about her. She was indestructible. She wouldn't break and she wouldn't melt. Her clothes could be taken off and putten on. Sometimes you washed them and ironed them with the little iron you got for Christmas.

Peachy Pay was a doll of fine character. Your mother often dwelt on her many admirable qualities. Children should be seen and not heard and Peachy never interrupted her elders. She had very nice table manners, too; she never spilled anything on the tablecloth and she never gobbled her food. Perhaps her finest attribute was that she was not afraid in the dark. Your mother often commended her for that.

Oh, how good at night to feel Peachy snuggling quite close to you, warm and comforting. How good to clutch her indestructible body and sap something of her indestructible spirit. How good to know that Peachy Pay thought the night just as lovely as the day—only different!

NEW LIBRARY BRINGS BOOKS TO CHILDREN

Texas

The need of a library in a community where there are 2500 school children was keenly felt by members of Thomas A. Edison Parent-Teacher Association, Central Park, near Hous-

ton. In cooperation with public library officials, the board of education, and school administrators, the P.T.A. was instrumental in effecting establishment of the Central Park Station of the Houston Public Library. The P.T.A. furnished a room, shelving, furniture, a custodian, and transportation of the books; the school board furnished lights, heat and janitor service.

Opening of the library was advertised through newspaper publicity, bulletin boards in the schools, posters, sign boards on the campus, and through cooperation of teachers and pupils. The library will be open two days a week from 2 to 5 P.M. Books will be changed every three months, or as often as the need arises, and special books may be secured upon request.

HEALTH IS EVERYBODY'S RESPONSIBILITY Delaware

Raising standards of health and living conditions is an important objective of the Home and School Association of the William Penn School in New Castle, Delaware. A health fund, raised through various activities carried on throughout the year, is set aside for this purpose.

The teachers and the school nurse, as well as parents, are looking constantly for opportunities to improve the health of the pupils. Health tests of various kinds are administered to the children, the State Department of Health assisting in immunization programs. Health conditions which need immediate correction are brought to the attention of the parents. If the parents are in a position to pay the expense involved, the teachers help in making appointments with physicians and in following up the recommended treatment. When parents are unable to finance treatments or to purchase eyeglasses, braces, or other apparatus, the health

fund of the Home and School Association is used to help in securing the needed services or materials. Health conditions in the William Penn School have improved notably during the past five years as a result of this close cooperation between the parents and teachers.—**SAMUEL ENGLE BURR**, Superintendent of Schools, New Castle.

PRESCHOOL TOTS GET ACQUAINTED WITH SCHOOL Utah

A "Get Acquainted Party" was held as a part of the Summer Round-Up campaign in each of the grammar schools of Provo, Utah, for the children entering school for the first time. The first grade in each school became the hostesses, planned the menu, and purchased the food, thus bringing into practical use some of the finest information on food quality, quantity, and price variation. In some of the schools, the children brought lunch from home.

The new-comers entered into the general school activities for about one hour, for the purpose of establishing in their minds the joy and fun of school work, and to eliminate any aversion.

After an hour of school activity, the teacher and Summer Round-Up committee of the Parent-Teacher Association entertained all of the children in near-by parks. Here games and lunch were enjoyed. Before going home, each child was given a personal invitation by the Round-Up worker to return next year and enjoy school every day with these little new friends.—MRS. O. A. WATTS, *Provo*.

WAR ON GAMBLING Texas

A war on gambling devices initiated by the San Antonio Council of Parent-Teacher Associations last fall is bringing results. Law enforcement officials are removing the slot machines, marble boards, and other gambling devices in the city which have been a sore problem to parents and teachers. Many children were reported to be spending their lunch money, and even money given them to buy shoes and other necessities on gambling devices located near the schools, and it was for the protection of children and young people that action was sought by parents and teachers.

The council first fortified itself by conferring with the attorney general of Texas regarding the illegality of such gambling devices. It then passed a resolution demanding rigid enforcement of the Texas Statute declaring illegal any device used for gambling.—MRS. R. O. KRETZSCHMAR, *Publicity Chairman, Texas Congress of Parents and Teachers, Capitol Station, Austin*.

SPANISH SPEAKING UNIT Colorado

Columbian School in Las Animas has two parent-teacher associations, one English and one Spanish speaking, each separate. The principal of the school always attends and answers any desired questions through their Spanish interpreter.

■ ■ ■

A very wide-awake Pueblo County

BULLETIN BOARD

January 17-18—Conference called by Katharine F. Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, on Better Care for Mothers and Babies, at Washington, D. C.
January 29-31—Child Labor Day

The tie-up of articles in this month's issue with the publications of the National Congress of Parents and Teachers.

What Goes On In The Schoolhouse

See, *Proceedings, 1937*, pp. 137, 168, 188 and 217.
Parent Education, pp. 67, 194-195.

Pills For Pep

See, *Parent Education, 3rd yr.* pp. 152, 197 and 199.
Proceedings for 1937—p. 64, paragraph 2; p. 71, 1st 2 paragraphs; p. 112, 3rd paragraph.
Study of Use and Effect of Alcohol and Narcotics.

Is Quarreling All Bad?

See, *Proceedings, 1937*—p. 99-111.
Parent Education, 3rd yr.—p. 116, 2nd paragraph and p. 187.

And How Shall They Be Saved?

See, *Proceedings, 1937*—pp. 15-17, 34-36, 50-63.
Parent Education, 2nd yr. p. 67 to 68.
Parent Education, 3rd yr.—p. 60, 161, 165 and 170.
Spiritual Training in the Home.
Homemaking, p. 7-15.
Character Education Activities.
A Message from our National President (Langworthy).
The School of Tomorrow.
Educating for Leisure.
Recreation.

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P. T. A. or Study Group _____

Rural Service Chairman has collected magazines regularly from friends and many business offices—for use in all rural associations where they are desired. Penny postcards are sent each month by this chairman to each rural group, reminding them of the county council meetings, also anything that other chairmen want brought to their attention. This chairman and other county officers held schools of instruction in five rurals last year, giving demonstrations of P. T. A. work, also answering questions.—From *The Colorado Parent-Teacher*.

Louisiana

The Winnfield Parent-Teacher Association conducted an intensive campaign for members one week before the first meeting in September and enrolled 310 members. This number exceeded last year's roll by 72 members. No high pressure method was used. Each patron was asked to join, either in person, by telephone or mail, and the response set the all-time record for members in Winnfield.—From *Louisiana Parent-Teacher*.

DEVELOPING SOCIAL POISE IN YOUTH

Minnesota

A social club for young people is a project of the Emerson Parent-Teacher Association, Duluth. The project is guided by a committee of fathers and mothers and the school principal. The recreation department of the city furnishes the leader and the music. The young people are divided into two groups, each group meeting once a month at the school house. Each group elects its own officers. 197 young people took part in the club last year.

■ ■ ■

The Nisswa P. T. A., Nisswa, has successfully completed the establishing of a public library, housed in the school. About six hundred volumes, of which a large number were gifts, are now at the disposal of the public. The librarian, whose salary is paid by the P.T.A., keeps the library open during the day for the children and during the evening for the adults.

As the demand for certain books ceases, they will be donated to clubs in more isolated communities, and new ones will be purchased with the Library Fund.—From *Minnesota Parent-Teacher*.

■ ■ ■

This department gives concrete illustrations of what is being accomplished by organized groups of parents and teachers in carrying out the plans of National Congress chairmen for the education of children in home and school, in correcting unfavorable conditions, and in improving community environments.

THE OUTLINES FOR . . .

Esther McInnes

Parent Education Study Course: The Young Child in the Family

ANGER IN YOUNG CHILDREN

by FLORENCE L. GOODENOUGH

(See Page 8)

I. Points to Bring Out

1. Children react to the emotional atmosphere of a home or schoolroom. A child's environment is determined largely by adults and is under their control.

2. Health and hunger are closely related to states of irritability. Varying the time for rest and meals according to the needs of the individual child will reduce anger outbursts.

3. Anger results from thwarting. It is possible to set the stage in such a way that generally the things children want to do are the things they should do.

4. Anger is a symptom and when it occurs an effort should be made to discover and remove its causes and to prevent its recurrence.

II. Questions to Guide Discussion

1. Outline the specific place in a young child's day when tensions are most apt to develop and make suggestions for the handling of these situations.

2. What are some of the common physical conditions which may lead to irritability in children? Give suggestions for their prevention or treatment.

3. Give specific examples to illustrate the third point made above.

4. Discuss Dr. Blotz's article in "Our Children" on anger as an asset. Give arguments for and against his point of view.

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... OUR STUDY COURSES

Alice Hart Allen

Parent Education Study Course: The Child in School

WHAT SCHOOL SHOULD MEAN TO CHILDREN

by WILLIAM H. BRISTOW
(See Page 10)

I. Points to Bring Out

1. The modern school educates the whole child. It is as much concerned with developing the child's total personality as with "book larnin." Such a school is an integral part of the community.
2. School should be a place which furnishes the experiences out of which character is formed. A sense of responsibility, intellectual integrity, good judgment, and tolerance are only a few of the sound character qualities which the school may develop.
3. The modern school provides an opportunity for continuing, life-long learning.

II. Questions to Guide Discussion

1. In what ways can a school make full use of the institutions in the community such as the museum, the theater, industry and business?
2. How may self-discipline be developed in school situations?
3. What essential attitudes can the home develop toward education?
4. In what ways can the schools impress upon children the importance of human values?
5. How far should the school building be used for community activities?
6. What part may school children play in community life?

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Helps in Directing Study Groups

THE leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting; and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

The questions are given for those study groups who wish to use the "Question and Answer Method" described in the *Parent Education Guidebook*, Washington: National Congress of Parents and Teachers. 10 cents. All study group leaders should make use of this publication of the National Congress in carrying on their work.

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For Parent-Teacher Programs

THESE Outlines become the basis for a Parent-Teacher Program by the following suggested procedure.

Select the topics which are best adapted to the needs of your district, taking from both outlines, if desirable. Decide whether formal speeches or some type of discussion (see page 107 and 108 of the Manual) will be most attractive and helpful and then assign the topics according to your judgment.

Give a copy of the magazine presenting each subject to the speaker of the day or to the invited participants of the discussion, suggesting to them that the POINTS TO BRING OUT and the PROBLEMS TO DISCUSS should be developed during the program. Give the questions on the page or others more applicable to your situation, to members in the audience for the open discussion period. Whatever the form your program takes, there should always be time for open discussion or questions before closing.

We record with sorrow the death of Mrs. Orville T. Bright of Chicago, one of the Honorary Vice-Presidents of the Congress, and with our heartfelt sympathy for her devoted family.

Further recognition will appear editorially in the February issue.

MEMORY LANE

(Continued from page 28)

also corresponding secretary of the National Congress from 1908 to 1917 and was president of the Child Welfare Company from 1915 to 1926. All of these positions carried with them a great deal of responsibility, and looking back on it now I do not see how I found time to carry on so many activities without neglecting my husband and children, which I was very careful never to do. After my children were all grown and married, and following my husband's death, I was able to devote much more time to the work, of course. During the World War the Congress asked me to serve as chairman of a committee to secure and manage a house to provide wholesome lodging and friendly surroundings for enlisted men in camps near Washington. We ran a home for the enlisted men at 1314 Massachusetts Avenue, where we could take care of as many as 200 boys, until the end of the war.

It has been a most thrilling experience to watch the National Congress of Parents and Teachers develop from those early days. I have sometimes wondered if all the early workers would not be as surprised as I am if they could see the developments which have taken place during the years.

MOLLY CAN "TAKE IT"

(Continued from page 18)

salads, and Father would eat steak every night in the week so that doesn't worry me. But this getting up earlier in the morning, and even then coming back to those messy dishes, after school—I'll sure be glad when Mother gets home!"

Such an impromptu introduction to some of the complications of running a family is by no means bad training for Molly, nor would it be for any girl of her age. It has given her a feeling of real pride and accomplishment to find that she can keep the establishment from falling apart while her mother is away. To be sure, she hasn't had any laundry to do, nor has she attempted to do more than keep the beds made, and litter from accumulating. What she has done would look small indeed compared with the responsibilities her great-grandmother could assume at the same age. But she has given her mother a chance for a much-relished change, and done it willingly and cheerfully. I wonder what proportion of girls her age could do as much?

Next Month:

WHY DON'T YOU GET MARRIED, AUNT GRACE?

BOOKS BOOKS

for Parents

WINNIFRED KING RUGG

IN the last ten or fifteen years, the emphasis in child study and research has been placed on the very young. Though previous to that G. Stanley Hall and others had discovered the adolescent, the time has come for an application of improved methods of study to the everyday (not the delinquent) youth from twelve to sixteen years of age. In short, there is need for the research that Hedley S. Dimock has recorded in his *REDISCOVERING THE ADOLESCENT* (New York: Association Press. \$2.75).

Mr. Dimock has had a wide experience in camp work with boys. He is also a patient student and a vivid writer.

With the assistance of several Y. M. C. A. secretaries as field workers he made a study of two hundred boys over a period of two years. They were representative boys, of fair to superior intelligence, Catholics, Jews, and Protestants.

The boys were tested in regard to their play interests, friendship choices, acceptability (that is, popularity), religious thinking, and emancipation from their parents. The relation between their physical development and socio-economic position on the one hand, and social adjustment on the other was carefully checked, with results that showed boys from homes of a higher economic level to be better adjusted than boys from poor homes. Likewise, strong, well-grown boys were better adjusted and more popular. Taller, heavier boys matured earlier.

We hear much about the awkwardness of the adolescent. Dr. Dimock's investigations show that motor coordination increases through adolescent years, though less rapidly in the period during which the boys reach puberty. Another common impression is that rapidly growing boys lack strength and endurance commensurate with their size. They certainly do not have the strength of adults of the same size and weight, but Dr. Dimock finds that their strength actually nearly doubles in the years between twelve and sixteen.

The book is challenging and important as an aid to understanding the adolescent and as an incentive to further study. The final word about youth has by no means been said.

• • •

Youth between sixteen and twenty-four is the (Continued on page 46)

for Children

LENA BARKSDALE

A BOOK that is too lovely to praise and too compelling to pass by is Elizabeth Coatsworth's *ALICE-ALL-BY-HERSELF* (New York: Macmillan. \$2). In the fineness of its writing it is literature, and in the wise assimilation of its subject matter it is life and living history.

No matter if it only tells of a sensitive little girl of ten who was blessed with a father and mother of rare sympathy, that little girl is one of those fortunate people who have roots. Here we are privileged to see those young roots joyously taking hold of their surroundings in her exquisitely lovely country, making her one of its people and one with the sturdy, self-reliant men and women that it has produced. For Alice lives in Damariscotta near



One of the many charming illustrations for Kathleen Elliot's *Reima*

the banks of the Kennebec, in Maine, and everywhere around her she sees the past alive in the present.

There is the modern Indian boy asleep in his blanket before the kitchen fire, just where countless blanketed Indians slept before him in her great-grandmother's time. There are the sleek oxen at the Fair, like those sleek oxen long ago who, fifty yoke strong, dragged the stately pines down to the river for ships' masts in the days of Maine's glory on the sea. There is the old wood carver, the last of the figure-head artists, who became her friend and taught her to carve. There is the old lady whose flowers froze in the sudden cold, flowers descended from her grandmother's carefully tended roots and seeds; and the neighbors who came bringing others similarly descended which she had given them so graciously in happier days. There is the very chair from the parlor of a queen, brought over to cheer Marie Antoinette's lonely exile which was never to be hers. There (Continued on page 47)

BOOKS BOOKS

for the FAMILY LIBRARY

NOTHING whets up our appetite more than a good set of book lists and reviews. I always remember my library friends with gratitude in this connection. These book lists and the many excellent reviews now available on all sides, especially in our magazine, ought to make a few evenings rich with the pleasure of anticipation. Our itch to own gets so stirred up that it seems as if nothing short of a whole shop of books could possibly relieve it.

What makes a reader? Talk of books and reading in any group inevitably brings out the comment, and usually in a regretful tone, "My child does not read," and implying the question, "Can't something be done about this?" I do not know. A good mechanical ability to follow the written word, family background, school influences, group attitudes and access to books all certainly help to make a reader but more than these I sometimes feel the fortunate incident, the chance remark, is often more responsible for setting off the spark that fires the reader for life.

The train of thought was provoked by Bernard DeVoto's literary case history which appeared in a recent *Harpers*. On reading that I began to amuse myself by recalling and summing up as many other confessions as I could remember in a lifetime of desultory searching for the truth in this matter. The result is that in a truly sporting attitude I am going to continue to back every entry in the "what makes a reader?" event but bank on the lucky happenstance winning. This favorable accident hinges somehow on having the right book handy at the right time. The boy who stumbled on *Scottish Chiefs* quite accidentally and was thereby turned into an incorrigible novel reader for the rest of his days was obviously in the right frame of mind to respond to that romantic story of Sir William Wallace and the lovely Helen Mar. One year, one month, earlier or later—and a lesser book—and what have you? Anything but the fatal ignition which set him off. These happy accidents may take place without books in the home but I have never heard of them.

• • •

Last Christmas, a favorite uncle gave the baby an over-size lot of modeling clay and then proceeded to make himself happy by showing her how to use it. (Continued on page 46)

about HOBBIES

FOR this first column on *Books about Hobbies*, it seems wise to present titles of books which are very important in giving to our boys and girls a picture of this world of ours.

Those young people that have already discovered for themselves special interests or hobbies are, I have observed, very likely to make their book wants known and the only limitation seems to be the ability of their parents to buy them. Sometimes it is true that for one reason or another the parents are not very sympathetic toward a particular hobby and for that reason deem it a waste of time and money to further the interest, but one should always remember that a hobby is not really a hobby unless the child himself has selected it, and although it may be only collecting match packs, it should be treated with respect!

The books on this list have been chosen as the result of many years of experimentation on the part of myself to build a list that would give the boy or girl of ten and older a well-rounded library of books on a wide variety of subjects, the whole of which would give him or her a very good picture of the world we live in and our relationship to the general scheme of things. Because we today are for the most part strangers to Mother Nature and her friends, I have put special stress on having many books that would make up for this lack. The books have been chosen, too, because they will become permanent additions to any library and will not outlive their usefulness in a year or two.

Birds of America,

Edited by T. Gilbert Pearson

Wild Flowers, Homer D. House

Our Trees: How to Know Them,

Emerson and Weed

A Child's Story of the Animal World,

E. G. Huey

Fabre's Book of Insects

The Earth for Sam, F. Maxwell Reed

The Stars for Sam, F. Maxwell Reed

The Story of Mankind,

Hendrik van Loon

Child's History of Art,

Hillyer and Huey

Handicraft for Girls,

Edwin T. Hamilton

Popular Crafts for Boys,

Edwin T. Hamilton

EDITOR'S NOTE: In this column each month will appear a list of books, new and old, to deepen the interest and enrich the background on one particular hobby. Next month the subject is Puppets.

—JOHN COLE

WHAT SCHOOL SHOULD MEAN TO CHILDREN

(Continued from page 37)

to understand what had brought about this transformation. In school he had rebelled at all the tasks which were set for him. An inquiry brought this significant reply: "In school they were always trying to find out the things I couldn't do and then they tried to make me do them. On my job, they try to find out the things that I can do and then they let me do them."

Schools should mean an opportunity to gain facility in the use of the English language, and an appreciation of the importance of language as a universal tool. A knowledge of the meaning and importance of words is essential to their correct use. One of the greatest handicaps to intercourse among nations is the fact that they do not speak the same language. This same barrier exists between individuals and groups of people to whom words have different meanings. A thorough understanding and appreciation of the English language will go far toward removing this word barrier.

SCHOOLS should mean to children an opportunity to develop those qualities, those skills, and those abilities essential for vocational success. Especially should children come to recognize the importance which work plays in the life of the individual and of the nation; willingness to work and a respect for work are necessary. In a rapidly changing society children need also to develop the facility of mind and body which will accept change in the vocational world as well as change in other aspects of thinking and living. The school may well mean to children an opportunity to get ready for changes, as well as assistance in making changes at the time when help is needed.

What schools do mean to children is shown by the fact that many schools, even some in distinctly underprivileged communities, are now offering to pupils educational programs which are vital and interesting. The substitution of constructive self-discipline for corporal punishment and old-fashioned discipline of the tyrannical times; the introduction of integrated courses; emphasis on the appreciative and creative aspects of child development; provision for participation in school activities; these and other trends characterize schools of today as child-centered, with an appreciation and understanding of child life and child nature. It is because of these developments that school is increasingly becoming a place where children "Learn and Like it."

BOOKS FOR THE FAMILY LIBRARY

(Continued from page 45)

In no time at all we were all trying our hand, and the big window seat soon displayed as lively a set of book characters as one could wish to see. I believe Lewis Carroll's Jabberwocky easily took the prize but Milne had the most entries. Christopher Robin and his whole company appeared in style, Pooh with a truly magnificent tummy and Eeyore with a noteworthy droop. Such fun!

Book figurines happen to be much loved in our family. Aunt keeps the Duchess in plain sight and the theory is that when things go wrong she can safely murmur, "Off with her head!" and feel much better. This same aunt has Mr. Pickwick, too. He is presumably a fair-weather omen. We have our Pinocchio, our Hitty and our Pooh. Hitty is a proper Hitty and remains on the shelf but Pooh, I am sorry to say, suffers from a chewed ear and has to be taken to bed every night!

—EDITH BURT

Parent-Teacher Radio Forum

January 5

"Around the World."

MRS. FRANCIS H. BLAKE, International Relations Chairman.

January 12

"Preserving Our Inheritance."

MRS. MARY T. BANNERMAN, Legislation Chairman.

January 19

"Who Makes Social Codes?"

MISS AIMEE ZILLMER, Social Hygiene Chairman.

January 26

"Mid Pleasures and Palaces."

MRS. SCOTT WOOD, Juvenile Protection Chairman.

4:30-5:00 P.M. Eastern Standard Time, National Broadcasting Company, Blue Network

The American Medical Association's radio program, called **YOUR HEALTH**, announces the following subjects for January:

January 5

"Sneezes and Sniffles."

January 12

"Scarlet Fever, Measles, and Whooping Cough."

January 19

"Smallpox and Diphtheria."

January 26

"Polio-myelitis."

2:00-2:30 P. M. Eastern Standard Time.

BOOKS FOR PARENTS

(Continued from page 44)

subject of a book called **HOW FARES AMERICAN YOUTH?** by Homer P. Rainey and other members of the American Youth Commission of the American Council on Education (New York: D. Appleton-Century. \$1.50). The emphasis in this book is economic, though other aspects of the subject, such as educational, physical, and civic, are discussed, with valuable chapters on the plight of rural youth and negro youth.

This small book is only a preamble to detailed reports of field studies now being made by the American Youth Commission. Pending those reports this brief preliminary statement of more general information is made, partly to state the problems before the Commission, partly to encourage other groups to make constructive attacks upon the evils of existing conditions in regard to the twenty million boys and girls that constitute American youth between sixteen and twenty-four.

These young people are not receiving their fair share of available jobs. They are not finding the kind of work they desire. Their pay is inadequate. In recreation, adults have failed to prepare youth for leisure time and have failed to guard against the moral hazards of some kinds of more easily available amusement. There is lacking a formulation of American ideals suited to the age and supported by all the forces that influence youth.

These are some of the problems. **HOW FARES AMERICAN YOUTH?** does not solve them, but it gives thoughtful people a great deal to work at.

William R. George, founder of the George Junior Republic, believed that he had discovered a solution for many of youth's problems. The history of the method he adopted has been related by himself in **THE ADULT MINOR** (New York: D. Appleton-Century. \$2), now published about a year after the author's death. The core of the Junior Republic plan was self-government. In the communities established by "Daddy" George, the young citizens were their own town officials, and made and enforced their own laws. In that way these "adult minors" who had reached physical maturity but, being less than twenty-one years old, were infants under the law learned how to take part in civic affairs and fitted themselves to become good citizens. Granted that the Junior Republic plan has only a limited application, the principle that young people grow in the measure to which they are given responsibility has far-reaching implications.

How to keep well and what to do in sickness is the subject of Florence Brown Sherbon's **THE FAMILY IN HEALTH AND IN ILLNESS** (New York: McGraw-Hill. \$3.50). The book was written primarily for classroom use in girls' colleges and, without being too difficult, it goes well into the scientific foundation of the subject of health and bodily functions. Positive health means understanding the body and keeping it in good working order. For this the author gives some advice. When preventive measures fail and sickness comes, Dr. Sherbon has described the symptoms of common diseases, and has given detailed instruction for the care of the sick in the home and the course to follow in emergencies such as wounds, burns, fractures, and loss of consciousness. The intelligent homemaker, even more than the student who does not yet understand the exigencies of home conditions, will appreciate the practical advice given regarding sick-room procedure, improvised equipment, and entertainment for invalids. Another useful chapter describes the virtues and dangers—particularly the latter—of many commonly used medicines and drugs.

The latest work by Ernest R. Groves, whose name has come to stand for the study of family relationships, is a history of the changing status of woman in this country from colonial times to the present day.

THE AMERICAN WOMAN (New York: Greenberg. \$3) tells "the feminine side of a masculine civilization." In American historical writing, woman has been the forgotten sex. The early settlers brought an inherited conviction of the inferiority of woman. Husband and wife were one person, and that person was the husband. It took the less conventional life of the western pioneer; the entrance of woman into industry and semi-independence with the establishment of cotton mills in the North; and the long crusade for equal suffrage stimulated by the Fourteenth Amendment which gave the vote to the Negro, so recently a slave; the gradual enlargement of the property rights of married women; the World War; and the social and domestic changes of the last few decades to place woman on a seeming equality with man. Not conspicuous women leaders but the "momentum of a material and intellectual progress that is affecting both men and women" is Mr. Groves' theme. This new equality, he points out, has not solved the problems born of the difference between man and woman.

One thing is sure, with greater opportunities for woman comes greater responsibility for progress.

BOOKS FOR CHILDREN

(Continued from page 44)

are living heirlooms even, the old sea captain's parrot, and the goose which had been the pride of a grandmother in hoopskirts. There is the battle-scarred old cat on Monhegan, who found his rusty purr only for Alice because she understood. And there is the relentless silver beauty of the herring run under the moonlight of a Maine night—the same run of herring that the Indians watched and the pioneers.

Disconnected stories, no plot, but continuity nevertheless, and beauty, and the kind of quiet strength that makes the sap flow in the trees in the Springtime. So history is alive in this book, not as stories told by someone else, but as a vital living force, seen, tested, and made one's very own forever.

• • •

REIMA, by Kathleen Morrow Elliot (New York: Knopf. \$2), is a charming story about a little golden brown girl in the green and brown country of Java. Exceptionally lovely illustrations in exquisite color by Roger Duvoisin fittingly interpret the author's rich appreciation of the beauty of Java and the picturesqueness of its people. Reima, who was called "Little Orchid" in the family, was as busy as all little girls are in the native villages. She had never seen a white person, but she had seen a doll from the white man's country, and she wanted one for her own more than anything else. And she thought she would never get one, but she did.

• • •

In THE KNITTING GRASSHOPPER, by Miriam Teichner (New York: Holt. \$1.50), four eager children find the right magic to reduce circus animals—even the tiger and the elephant—to miniature size and "borrow" them from the cages at the circus to play with for a day. The grasshopper who was knitting a sweater on top of a mushroom led the way to the adventure, although she promptly disclaimed all responsibility. There was much excitement both at the circus over the mysterious disappearance of the most important animals and at home where the children were scurrying around hiding their lively little pets from the grown-ups, and also from the cat who wanted to play with the tiger. There was even more excitement and more scurrying around when the magic began to wear off, and the animals grew rapidly larger and fiercer until by a miracle of luck they were returned to their cages just in the nick of time. No one ever (Continued on page 48)

Her Children Win the Hearts of All!

She Is Called An
"Exceptional" Mother
Yet, "Anyone Can Use
My Secret," She Says!

TIME and again you will hear people say, "Mrs. McAndrews must be a most remarkable mother!" And it's a perfectly natural supposition to make, because her children do have an appeal that is simply irresistible. They are much more than merely "nice" or "well-behaved." They have unusually alert, imaginative minds. You somehow get the feeling that their beautiful manners have resulted not so much from training as from their own warm, generous instincts. They have that "special something" that makes them walk straight into the hearts of everyone with whom they come in contact. They also show marked natural leadership with other children their own age.

Here Is What Mrs. McAndrews Says:

"It thrills me to see how instantly people are attracted to Nan and Bobbie. But I can't claim the credit for myself. I had no special education. I never taught school . . . or took any kind of a course in child training. But I did realize that what happened to my babies during the first few years would be the greatest influence in their whole lives.

"My husband and I knew that a definite plan of development for mind, character, disposition and personality was essential. So we set out to find the best 'ready-made' plan in existence. Our choice, after thorough investigation, was 'My Book House.' And anyone who knows Bobbie and Nan doesn't need to ask if I feel that we chose right!"

And Now—A New "My Book House" for YOUR Child!

The new "My Book House" is a definite, graded plan of development. It helps to bring out in your boy or girl all those traits of mind and character every mother wants her child to have. 52 countries contributed their best literature for this plan. By easy stages, the new "My Book House" leads the child's mind through consecutive stages of development . . . sowing the seeds of culture early and making the "right" so attractive that the "wrong" has no appeal. Best of all . . . the new "My Book House" works automatically, and your help is needed only until your child has learned how to read.

Your child needs the new "My Book House" . . . right now . . . regardless of age. Send the coupon for a free copy of "In Your Hands."

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Name.....

Address.....

City.....

State.....

BOOKS FOR CHILDREN

(Continued from page 47)

knew what happened except the children and the grasshopper—and they never told.

• • •

It is good news indeed that we now have available an exquisitely lovely edition of *THE BIRDS OF AMERICA* (New York: Macmillan. \$12.50), containing in one volume five hundred full color plates of Audubon's superb paintings of native birds. More than one hundred years ago, the famous Elephant Folio edition of Audubon's work was published in England limited to less than two hundred sets. These sets are very rare and almost priceless now. Readers of Constance Rourke's delightful and authentic life of Audubon which appeared in 1936 will recall the details of his lifelong struggle to paint

birds in their natural surroundings in life-like attitudes, as well as his later struggles for publication and recognition.

During his life he received but a small measure of the fame that is his today, and this book so carefully and beautifully printed by modern methods of offset lithography is a thing of beauty and inspiration to all lovers of nature of whatever age. There is an introduction by William Vogt, editor of *Bird Lore*, and also a brief notation by the same authority below each picture, identifying the particular bird, and giving its range, voice, food, and breeding. The book is not only beautiful and distinguished as a work of art, but useful to all bird lovers, and an important asset in the cultural education of youth.

CONCERNING CONTRIBUTORS

THE gracious First Vice-President of the National Congress of Parents and Teachers, ANNA H. HAYES, gives us an insight into rural school-houses in "What Goes On in the School-house." Here is an article which is particularly timely, in view of what up-to-date communities throughout the country are doing with their school buildings. Mrs. Hayes was formerly president of the Idaho Congress of Parents and Teachers, and is an Associate Editor of the *NATIONAL PARENT-TEACHER*.

• • •

"Anger in Young Children," by FLORENCE L. GOODENOUGH, is a stunning article on the whole subject, interesting and authoritative. Dr. Goodenough is a research professor at the Institute of Child Welfare, University of Minnesota. Her own book, *Anger in Young Children*, is widely read, and she is particularly fitted to write on the subject for our study course, "The Young Child in the Family."

• • •

"What School Should Mean to Children" is the fifth article in our study course on the "Child in School." Its author, WILLIAM H. BRISTOW, PH.D., has been the General Secretary for the National Congress of Parents and Teachers, since 1936. Before that time, he was director of the bureau of school curriculum for the Pennsylvania State Department of Education.

• • •

BERTHA KNAPTON, whose article, "The Boys Take Over," will be as popular as her other work for the *NATIONAL PARENT-TEACHER*, writes that there is

nothing much to tell—but we disagree. "I am kept busy being a mother to my two big boys, thirteen and twelve, and my two tiny daughters, three and four." Mrs. Knapton lives in Minnesota.

• • •

"The Family Record of Music" is the second contribution to the magazine made by DOROTHY and DAVID DUSHKIN, directors of the Dushkin School of Music, Winnetka, Illinois. This is a compilation which every parent and teacher will want to keep for ready reference.

• • •

Last month we introduced, in this column, EDWARD YEOMANS, author of "Save Them From Defeat." He here gives the second of his articles in which he passes his torch to his readers, undimmed. This businessman-educator gives us much food for thought in "And How Shall They Be Saved?" His best known work, *Shackled Youth*, has been the inspiration of much of the progressive education thought of the last decade. He is also a frequent contributor to *Atlantic Monthly*.

• • •

CLARICE WADE, editor of "The P. T. A. At Work," takes us to visit with Mrs. Birney in "Memory Lane." Miss Wade has her headquarters in our Washington office and needs no introduction to our Congress members and readers of this magazine.

• • •

Young WILLIAM KELTY, though still attending college, has already had work published before this. Over a year ago, he was executive secretary

Advertising Index . . .

Listed below are the firms advertising in this issue. The italics refer to booklets and samples which they offer.

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of the Student Patriot League, formed "to promote constructive patriotism in the high schools." His article, "Pills for Pep" will be an eye-opener to many readers.

• • •

Our father's article this month comes from the Pastor of the First Congregational Church of Rapid City, South Dakota. BRYANT DRAKE is not only a minister of a church but a psychologist who picks up the argument from the September issue of the *NATIONAL PARENT-TEACHER* in which Dorothy Blake tells us how "They Quarrel All the Time." He believes there are two sides to the question, "Is Quarreling All Bad?"

• • •

ANN MASON BARRET, whose "Penny Spenders" appears in this issue, says that she is not a teacher, but since she has children of widely varying ages, one through college and one in the fourth grade, she claims an M. A. in parenthood. Mrs. Barret lives in Clearwater, Florida.